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ABSTRACT

Higher education in South Carolina was evaluated, with attention to college missions, financial resources for colleges, and the role of the South Carolina Commission on Higher Education. The development of higher education during the last 30 years and the state's role in organizing and managing the higher education enterprise are described. The climate for colleges in South Carolina and strengths and weaknesses of higher education in the state are also discussed. Included are nine recommendations to improve the quality of higher education in the state through systematic assessment at the state level and state-level policies. Thirteen recommendations to strengthen the Commission cover leadership responsibility, statewide planning, commission relationships with public and private colleges, and the agency's legal structure. Important trends likely to affect higher education are identified that concern population growth, income, racial composition, educational attainment, economic changes, and state revenues and expenditures. Also provided are comparative data for South Carolina's 33 state colleges as well as peer institutions in other states on: sources of revenue, expenditures by function, expenditure ratios, tuition and fees, enrollments by level, student racial composition, faculty salaries, and distribution of faculty by rank. (SW)

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Prepared by

Augenblick, Van de Water & Associates

Denver, Colorado

February 1986

AVA EDUCATION POLICY/PLANNING SERVICES

LETTER OF TRANSMITTAL

February 6, 1986

Mr. Fred Sheheen, Chairman
South Carolina Commission on Higher Education
1333 Main Street, Suite 650
Columbia, South Carolina 29201

Dear Mr. Sheheen:

It is with pleasure that we transmit our report to the South Carolina Commission on Higher Education. The report identifies the important policy issues facing South Carolina higher education in the coming years and sets out our recommendations for dealing with them.

The AVA team spent considerable time in South Carolina during the course of this study. We know the state, its people, its government and its colleges and universities. We learned a great deal from the many professional educators, lay board members, elected officials, and business leaders who gave graciously of their time to be sure that we understood the unique qualities of higher education in South Carolina. While we believe that our report is sensitive to them, it is a blend of what we heard, our analysis of a large quantity of data, and our own experience.

We are very impressed with a number of aspects of the higher education system. We conclude, however, that several improvements should be made to increase the quality of higher education and to ensure that state funds are invested wisely.

Improving higher education requires cooperative efforts involving political leaders, state agencies, and colleges and universities. The Commission on Higher Education is the key to producing this cooperation. We hope that our report stimulates serious discussion of higher education and provides an opportunity for colleges and universities, the Commission, and the General Assembly and the governor to initiate constructive change.

Sincerely,

Gordon Van de Water

Gordon Van de Water

John Augenblick

John Augenblick

Augenblick, Van de Water & Associates, Inc.
1370 Pennsylvania Street, Suite 220 • Denver, CO 80203 (303) 832-3444

ACKNOWLEDGEMENTS

The preparation of this report would not have been possible without the involvement of numerous people in South Carolina, around the country, and at AVA. We particularly appreciate the help of Dr. Howard Boozer, Executive Director, and Mr. Alan Krech, Assistant Director for Planning and Special Projects, South Carolina Commission on Higher Education, who provided us with a vast amount of data and insights into the history of higher education in the state and the development of the Commission. They, and the rest of the Commission staff, were always candid in their discussions and absolutely scrupulous in not directing our thinking in any way. Dr. Boozer shared his personal plans for the future with us early in the study; we wish him the very best in his retirement from public service.

The team that participated in conducting the study was a diverse one in terms of background, experience and geographic location. Each member of the team cooperated with us in changing their schedules, meeting difficult deadlines and providing us with fresh insights and valuable advice. They were all pleasant companions with whom to travel. They all have high standards and forced us to think carefully about issues and to present our views clearly.

The National Center for Higher Education Management Systems (NCHEMS) supplied hundreds of pages of data comparing South Carolina colleges and universities to similar ones in other parts of the country. They did an excellent job of providing the information we requested in very short time.

Mary Flanigan and Betsy Cox, of AVA, provided many kinds of help to assure that the study was conducted on time and in a professional manner. They made all of the interview and travel arrangements, collected and reviewed enormous amounts of data, compiled tables and helped prepare the report. Anna Likens typed final versions of all tables. Shari Jones prepared the maps and the cover.

The report reflects our best thinking about the issues facing higher education in South Carolina and approaches to resolving them. We are solely responsible for any factual errors or inconsistencies contained in the report.

Gordon Van de Water
John Augenblick

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HIGHER EDUCATION IN SOUTH CAROLINA: AN AGENDA FOR THE FUTURE

EXECUTIVE SUMMARY

During the seven months from July 1985 to January 1986, Augenblick, Van de Water & Associates (AVA) conducted a study of higher education in South Carolina. AVA augmented its staff with 15 experts from around the country. During the course of the study, the AVA team visited all of the public academic colleges and universities, seven technical colleges and 14 private institutions. We interviewed 108 people around the state to ascertain attitudes toward higher education and to determine critical issues likely to face the system. We obtained information that permitted us to compare the state's public institutions to a set of peers in other states. This process familiarized us with the history of the state, the development of higher education, the people responsible for making policy decisions and the status of the system.

Peoples' attitudes and perceptions shape the kinds of services that states provide and, ultimately, how they are provided. During the course of this study we became particularly sensitive to a number of attitudes and perceptions that, when combined, form the "climate" within which higher education policy decisions in South Carolina are made. Characteristics of the higher education climate include:

- The people of South Carolina support higher education when it can be shown that it plays a central role in economic development. They do not appear to support the academic role higher education traditionally plays.
- Regionalism is extremely strong in South Carolina. People find it difficult, in our estimation, to take a statewide perspective on issues.

- There is a strong thread of what we call "local boosterism". This attitude interferes with the development of consistent solutions to broad policy issues since each institution that might be affected is viewed as being unique, and therefore requiring special treatment.

- People feel that the quality of higher education in South Carolina is mediocre.

- People use South Carolina's low income to explain perceived mediocrity.

- There is a perception that students have not been well-prepared to attend college.

- In some respects, higher education in South Carolina is 10 to 15 years behind other states.

- Racial issues remain an important element of the higher education agenda despite the progress made in the past five years.

Higher education in South Carolina has a number of strengths of which it can be proud and weaknesses that should be addressed. The strengths are:

- South Carolina provides a high degree of access to higher education, particularly in terms of the geographic distribution of institutions.

- Higher education makes significant contributions to the economic development of South Carolina.

- The Commission's formula funding and program review procedures are well designed and widely accepted.

- Faculty are well qualified in terms of academic training and experience and campus leaders are dedicated, competent, and energetic.

- Faculty salaries are competitive.

- South Carolina provides generous support for its private colleges.

- South Carolina has made progress in desegregating higher education.

- The condition of college and university facilities is relatively good.

The following weaknesses should be addressed:

- Although the Commission on Higher Education has gained strength, it is not well known or highly respected.

- There is too much political interference in statewide higher education policy development.
- The structure and organization of the Commission on Higher Education reduces its ability to lead.
- The Commission devotes too little continuing attention to statewide planning for higher education.
- Neither the Commission nor the institutions pay sufficient attention to higher education quality assessment.
- Standards for college admission are too low.
- There is no statewide policy for developmental education.
- Graduate education and research receive relatively little attention.
- There is some unnecessary program duplication, primarily in places where academic and technical colleges are close to one another.
- There is little interaction between the Commission and private colleges and universities.

Our recommendations to address these weaknesses are in two groups. The first group focuses on improving higher education services while the second focuses on strengthening the Commission on Higher Education.

Recommendations to Improve the Quality of Higher Education

1. The Commission on Higher Education should make the assessment of the quality of higher education a major objective for the coming years. As a first step, the Commission, in cooperation with the state's colleges and universities, should define quality. Second, the Commission should identify the major components of an academic plan and require each public institution to develop such a plan. Third, institutions should create their own procedures for assessing academic performance. Finally, drawing on institutional efforts, the Commission should develop its own procedures for a statewide assessment of quality.

2. The Commission on Higher Education should set minimal college and university entrance criteria. These criteria should be differentiated among three groups of institutions: (1) Clemson University, the Medical University and the University of South Carolina at Columbia; (2) four-year public colleges and all other campuses of the University of South Carolina; and (3) the technical colleges.

3. The Commission on Higher Education should develop and implement criteria for assessing students' readiness for upper division study. Students should meet such criteria in order to: (1) enter the upper division of a public institution; (2) transfer lower division course credits between institutions; and (3) be eligible to receive student financial aid under the Tuition Grants Program as an upper division student enrolled in a private college.

4. The Commission on Higher Education should establish statewide developmental education policies that would guide the provision and funding of academic activities at less than the freshman level. No degree credit should be awarded for developmental work.

5. Approval of new graduate programs by the Commission should be based on two primary factors: (1) the Commission's assessment of the state, regional, and national need for new programs; and (2) the existence of strong undergraduate and graduate programs in the same and closely related areas. All high cost graduate degree programs should be concentrated in the three universities. No new doctoral programs should be approved outside of the three universities.

6. The Commission on Higher Education should work toward improving interinstitutional cooperation through the encouragement of such efforts as a common postsecondary academic calendar and establishment of interinstitutional advisory groups to promote research, faculty and student exchanges, complementary graduate program offerings, and international study opportunities. In the case of technical and academic colleges located near one another, the technical college should only provide those academic courses required of all technical college students or those courses designed as non-transfer courses to support a specific technological emphasis.

7. The Commission on Higher Education should seek additional state funding, beyond the matching funds currently provided in the formula, in order to expand the research capacity of the state's universities. The Commission should allocate some of these funds to support endowed faculty chairs and some through a competitive grant process designed to stimulate research or research capacity in areas of specific state interest.

8. The Commission on Higher Education should request that the General Assembly establish a program to distribute funds to support the improvement of higher education. The program should be administered by the Commission.

9. The Commission on Higher Education should request that the General Assembly establish a scholarship program designed to identify and recognize South Carolina's brightest students and to encourage them to enroll in the state's colleges and universities. The program should be administered by the Commission on Higher Education.

Recommendations to Strengthen the Commission on Higher Education

10. The Commission on Higher Education should work to increase its visibility among policy makers and citizens in a variety of ways, including: (1) expecting the Commission's staff director to be a leading spokesperson for higher education in the state; (2) publishing more and better information about higher education, particularly for prospective students; and (3) increasing contact with the colleges and universities.

11. The Commission's authorizing legislation should be amended to give the Commission sole responsibility and final authority to approve new programs and terminate existing programs.

12. The Commission on Higher Education should make planning a major function.

13. Once each year, the Commission's staff director should prepare a review of the accomplishments of the prior year, brief the Commission on emerging issues and recommend an agenda of major activities for the coming year. The Commission should develop a thorough, statewide information base and use it to analyze planning issues, identify strengths and weaknesses of the higher education system and monitor improvement efforts. The Commission should identify important emerging issues. As part of this effort, the Commission should assess the need for postsecondary education opportunities throughout the state and invite appropriate colleges and universities to respond to the identified needs.

14. Institutional mission statements should be periodically reviewed by the Commission on Higher Education to ensure a continued fit between state-level goals and the aggregate activities of the state's colleges and universities. The Commission should also require that institutional profiles be appended to mission statements and that each college and university provide the Commission with a summary of its academic and facilities plans.

15. The Commission should make extensive use of broad-based advisory groups as it develops policy positions.

16. Relations between the Commission on Higher Education and South Carolina's private colleges should be strengthened in three ways: (1) communications between the Commission and the presidents of the private colleges should be improved by having the Commission's staff director participate in meetings of the Council of Private College Presidents; (2) the Commission should seek ways to include the private colleges in statewide planning for higher education, particularly when the private colleges might provide services that are needed by the state; and (3) the Commission should have budget and policy approval authority over the Tuition Grants Program.

17. The Commission's staff director should work closely with the Council of Presidents of State Institutions of Higher Learning and encourage the Council to serve as a forum for the identification and discussion of state-level higher education policy issues.

18. The Commission on Higher Education should invite the State Board of Education and the State Board for Technical and Comprehensive Education to form a liaison committee to examine issues of common concern such as admission standards, developmental education, teacher preparation and certification, and transfer policies.

19. Members of the Commission on Higher Education should be appointed by the governor with the consent of the General Assembly. Members of the Commission should serve for six years. Commission members should be thoroughly oriented to their public policy role and provided periodic seminars designed to keep them up-to-date on current issues.

20. The Commission's "Rules and Procedures" should be amended to specify the relations between Commission members and Commission staff and to provide staff the authority to make operational decisions within approved Commission guidelines.

21. The title of the Commission's staff director should be changed to Commissioner of Higher Education.

22. Commission staff members should bring a variety of prior experiences to their Commission responsibilities. High level administrative experience on a college or university campus should be represented among senior staff.

These recommendations will affect higher education in South Carolina in a number of ways. Some of them require additional state funding. Our feeling is that a small increase in the current funding level is sufficient to initiate some of the changes we recommend. While it would be difficult to specify, we believe that some of the recommendations will save money in the future and will certainly improve the effectiveness of state support. Strengthening the Commission on Higher Education will require the addition of staff to support our recommendations in the areas of quality assessment, planning, and information collection.

CHAPTER I. INTRODUCTION

This report is the culmination of a seven month effort by Augenblick, Van de Water & Associates (AVA) to evaluate higher education in South Carolina under a contract with the South Carolina Commission on Higher Education (CHE). In February 1985 the Commission requested proposals from interested consulting firms to conduct "a study of the major policy issues concerning higher education" in the state. Three major components were included in the request for proposals:

- An analysis of college and university missions, including a review of the appropriateness of educational opportunities and a determination of whether unnecessary duplication exists.
- An assessment of the adequacy, efficiency and effectiveness of financial resources for higher education.
- A review of the Commission, including how well it fulfills its role.

The primary purpose of the requested study was to "assist both the Commission on Higher Education and the institutions (of higher education) in establishing policies that will improve the efficient delivery of high quality postsecondary education services to the citizens" of the state.

Originally, the study was intended to begin on May 15 and be completed by December 15, 1985. On May 2, AVA was selected to undertake the study. However, the General Assembly did not approve the allocation of funds to the Commission to conduct the study until June 14. In the legislation authorizing the study, the General Assembly provided that the study could "not consider the closing of any two-year branch of the University of South Carolina or of any technical college." AVA and the Commission agreed to

modify the schedule called for in the original proposal so that the project would begin on July 1, 1985 and be completed by February 7, 1986.

AVA specializes in helping state policy makers deal with issues related to the financing and governance of education. For this study AVA augmented its staff with a five member Advisory Panel and ten issue experts. The following people participated in the study:

AVA Staff

- Dr. John Augenblick, partner
- Ms. Elizabeth Cox, research assistant
- Ms. Mary Flanigan, research assistant
- Dr. Gordon Van de Water, partner

Advisory Panel

- Dr. Vernon Crawford, retired Chancellor, University System of Georgia
- Dr. John Folger, Director, Center for Education Policy at Vanderbilt University
- Dr. Lyman Glenny, Professor Emeritus, University of California at Berkeley
- Dr. Lionel Newsom, Distinguished Scholar, United Negro College Fund
- Dr. Samuel Spencer, President, Virginia Foundation for Independent Colleges

Issue Experts

- Dr. Robert Berdahl, Director, Institute for Research in Higher and Adult Education, University of Maryland
- Dr. Paul Brinkman, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

- Mr. Robert Broughton, retired Vice-President for Business-Finance and Treasurer, Colorado College
- Mr. John Clute, Senior Vice-President and General Counsel, Boise Cascade Corporation
- Dr. Patricia Crosson, Associate Professor of Higher Education, University of Pittsburgh
- Dr. Cameron Fincher, Director, Center for the Study of Higher Education, University of Georgia
- Mr. John Frazer, Executive Director, Council of Independent Kentucky Colleges and Universities
- Mr. Felix Joyner, Vice-President for Finance, University of North Carolina
- Dr. Marvin Peterson, Director, Center for the Study of Higher Education, University of Michigan
- Dr. Richard Richardson, Professor of Education, Arizona State University

The process used to undertake this study was complex, reflecting the sensitivity of the issues being studied, the number of colleges and universities in South Carolina, the number of people involved and the time constraint under which the study had to be completed. The study process consisted of eight basic steps:

- First, we interviewed education, business and political leaders in order to learn about their attitudes toward higher education, including their feelings about the quality of services, the adequacy of resources and the effectiveness of the Commission. We selected interviewees from a list provided by Commission staff. John Augenblick, Gordon Van de Water, the Advisory Panel, John Clute and Robert Berdahl conducted 52 interviews, mostly in July.
- Second, we provided the ten issue experts with background information about particular issue areas and eight of them spent at least one week in South Carolina to discuss particular aspects of those issues with a wide variety of policymakers, including Commission staff, staff of other state agencies (such as the State Board for Technical and Comprehensive Education and the State Department of Education), college and university leaders and members of the General Assembly. In conducting these interviews, each public academic college and university, including all

campuses of the University of South Carolina, was visited at least once. In addition, visits were made to about half of the private colleges and to about a third of the technical colleges. These visits took place in August, September and October.

- Third, each of the eight issue experts that participated in the second step prepared a paper for AVA concerning the particular issue assigned to him/her. These papers summarized the interviews, analyzed information relevant to the issue, discussed trends in other states and recommended specific strategies that South Carolina might pursue in dealing with the issue.

- Fourth, we compared peer group institutions using information from the Higher Education General Information Survey (HEGIS) collected by the National Center for Education Statistics (NCES) and maintained by NCHEMS. NCHEMS criteria were used to select peer groups. Commission staff organized South Carolina's institutions into nine groups and selected peer institutions from outside the state for each group. Data about revenue sources, expenditure patterns, enrollment levels and faculty were compared by peer group.

- Fifth, we collected inforrmation to analyze specific issues. We obtained college and university mission statements and policies, which we compared to each other and to the statewide Master Plan. We evaluated program enrollments to determine the geographic distribution of programs and their size. We analyzed HEGIS finance data for all public and private colleges. We reviewed the financial reports of many private colleges. We also examined national, regional, state, and county data concerning population growth, income, educational attainment, spending for higher education, and enrollments in higher education.

- Sixth, five of the issue experts came to Denver to discuss the issues they studied with AVA staff. These discussions, which took place in October, allowed experts in a variety of areas to share their views and exchange ideas, resulting in a series of coordinated recommendations.

- Seventh, AVA staff prepared a consolidated set of preliminary recommendations, which was shared with the Advisory Panel at a November meeting in Charleston. The Advisory Panel reviewed the recommendations in light of available data and the papers prepared by the issue experts. On the basis of this information and their own expertise, they suggested modifications to the recommendations and reviewed AVA's proposed approach to the final report.

- Eighth, AVA staff prepared the final report, a draft of which was reviewed for factual errors by the Commission staff and for substantive changes by the Advisory Panel in January 1986.

The process allowed a large number of people with national expertise to focus on higher education in South Carolina. Between July and October, the

AVA team conducted 128 interviews with 108 different individuals. Throughout the study, AVA maintained contact with the Commission. Several members of the team attended CHE meetings in July and August. Eight of the issue experts met individually with Commission staff. As a result of this process, the AVA team became familiar with the history of South Carolina, the development of higher education in the state, the people who guide education and economic growth, the past, current and emerging issues, and a wide variety of thoughts about how to improve the system.

This report is organized into five additional chapters and three appendices. Chapter II describes the development of higher education during the last 30 years and discusses the state's role in organizing and managing the higher education enterprise. Chapter III reviews the context and climate for higher education and identifies the strengths and weaknesses of higher education in South Carolina. Chapter IV presents a framework for our recommendations to improve higher education. In Chapter V, we present our recommendations to improve the quality of higher education in South Carolina. Our recommendations to strengthen the South Carolina Commission on Higher Education are in Chapter VI. Appendix A contains a short resume of each person who served as a member of the AVA team, a list of the campuses visited and a list of the people interviewed. Appendix B describes important trends likely to affect higher education. Appendix C contains tables in which public colleges and universities in South Carolina are grouped and compared to a set of peers in other states.

CHAPTER II. HIGHER EDUCATION AND THE STATE

In the four decades since World War II, higher education underwent enormous change. Spurred by the GI Bill, the baby boom, the Sputnik scare, and the Great Society, higher education changed from a relatively modest enterprise serving the nation's academically talented youth to a vast panoply of new and expanded institutions serving many more students. In 1949, 2.7 million students attended college in America. By 1985, enrollments more than quadrupled to 12.2 million. Between 1950 and 1980, the proportion of the population over 25 years old with some college experience grew from 13 to 32 percent.

The national goal of universal access to postsecondary education, coupled with the maturing of the "baby boomers" and the development of the community college movement, fueled the creation of hundreds of new colleges, mostly two year public community colleges, and the expansion of existing institutions. Citizens who previously had not aspired to a college education enrolled by the thousands. Minority groups, low income and older people were encouraged and provided financial assistance to enroll.

The states played the central role in this expansion by chartering institutions, approving the number, location, and mission of public institutions, and providing financial support. The federal government also stimulated the expansion of the higher education system. The GI Bill, followed by the National Defense Education Act of 1958 and the Higher Education Act of 1965, established the federal government as an important policy player in higher education. The federal government's major contribution was in providing financial assistance to students. From 1963 to

1980, the federal government's involvement increased from one student loan program funded at $114 million to six student loan, grant, and work programs funded at $10.4 billion.[1] Since 1980, the federal commitment to these programs generally stablilized in terms of total dollars but declined in relative purchasing power.

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1. State governments have also been active in distributing aid to students. In addition to using state appropriations to maintain low tuition levels, states increased student assistance from $56 million in 1963 to over $1.1 billion in 1985.

Current Higher Education Services

Today, colleges and universities, both public and private, provide a wide range of services to society. These services include:

- undergraduate and graduate instruction
- professional training in areas such as law, medicine, education and business
- vocational and occupational training
- basic and applied research
- cultural and athletic events
- the counsel of faculty specialists and advanced students
- continuing education for professionals
- developmental education to assist the underprepared

Not every college or university provides all of these services. The type and extent of services generally results from an institution's particular history, its responsiveness to external changes in society, its ability to establish and support programs that students want, and the goals and aspirations of its faculty and administrative leaders. In short, each college or university independently pursues the realization of its own dream.

Through a combination of historical factors, institutions in every state found their particular niches and set about the task of serving those students who sought the kind of education they offered. If someone perceived a niche that was not filled - usually because some geographic area was not being served or some clientele was being overlooked - a new college or

perhaps a university branch was organized to fill it. In the last two decades the vast majority of these expansions were publicly sponsored.

As institutions proliferated in the 1960s and early 1970s, those with similar dreams began to compete with one another for students, faculty, research projects, and public funds. Universities saw an opportunity to upgrade their faculties and facilities while adding new divisions (typically at the graduate level and often in expensive programs like medicine); state colleges responded to the boom by adding graduate programs and becoming universities, teachers colleges expanded to become comprehensive liberal arts colleges, and some two-year colleges became four-year colleges. State legislatures had difficulty coping with the demands created by this much growth and change. In state after state, legislators looked for a way to rationalize development, avoid unnecessary duplication, and ensure that state resources were spent wisely.

The State's Interest in Higher Education

States have long been involved in creating and supporting colleges and universities. Their early interest grew after the passage of the first Morrill Federal Land Grant Act in 1862. The state role expanded again when they created "normal" schools and departments to train teachers for the free public schools. Each of these commitments was made in response to societal needs, agreed to by a popularly elected legislature, and funded by public tax dollars through the regular budget process. In return for these commitments and public funds, legislatures required assurance that public tax dollars were being spent appropriately to achieve specified goals.

This process was successful while the rate of social change and the range of services needed were both modest. In the period following World War II, changes in society accelerated, resulting in new goals and services for higher education, which today include:

1. Increasing Access. The goal of the movement from an elitist attitude to one of providing mass higher education is to ensure that any person capable of benefitting from college attendance is provided the opportunity to enroll. Policy makers seek to reduce barriers to access based on race, sex, age, ethnic background, income, geographic location, or physical condition. As part of this effort, the impatience of the federal government to improve access for minority students led to court mandated desegregation plans designed to open public systems of higher education to minorities at a more rapid rate.

2. Reducing Financial Barriers. Access means little if the prospective student cannot afford the cost of attendance. Governments at all levels - federal, state, and local, seek to reduce financial barriers by keeping tuition charges as low as possible and by providing student financial assistance in the form of loans, grants, and work opportunities.

3. Protecting Diversity. Public policy makers value private colleges and universities because they serve the state's citizens at low state expense and increase the diversity of educational settings. States employ a variety of approaches to assist private institutions, including student financial aid programs, special contracts for services, and assistance in building facilities and purchasing supplies.

4. Promoting Economic Development The understanding that well-educated workers are attractive to prospective employers links the education system with business and industry. In the past, efforts were made to provide short term training for entry level jobs. Recognizing that technology is continuously transforming the workplace, higher education is re-examining the educational needs of new workers to facilitate their adaptability to a changing economy. There is also a developing movement to improve relationships between research universities and industry.

5. Improving Quality. More recently, states are showing a renewed interest in the quality of services provided by colleges and universities. Legislators and governors are examining how well prepared students are for college work, how much college students are learning, and how well they perform after leaving campuses.

Within this framework of evolving state interests, colleges and universities retain important prerogatives in such areas as setting the curriculum, hiring, promoting, and firing faculty, evaluating student learning, and conducting research. These core activities of the academy are respected by political leaders. While infringements in these areas are rare, there remains an inherent tension between the views of state and campus policy makers on a variety of issues, including enrollment levels, program distribution, tuition and fee levels, faculty salaries, facilities,, and equipment. It is the role of a state's higher education agency to balance these competing interests.

Meeting the State's Interest

Determining the "state's interest" in higher education involves all aspects of the democratic process - electing leaders, debating issues publicly over an extended period, voting on countless pieces of legislation that, collectively, articulate the state's interests, wrangling over budget priorities, setting tax policies and levels, and overseeing the implementation of adopted policies.

The major state-level actors for determining the state's interest in South Carolina are:

1. The Commission on Higher Education. The Commission receives institutional budget requests, reviews them, and prepares a consolidated budget and facilities request for the Budget and Control Board. The Commission also conducts studies, makes policy recommendations to the governor and General Assembly, conducts program reviews, and administers special projects such as the state's higher education desegregation plan.

2. The Governor. The major powers of the governor's office include the ability to focus public attention on issues, suggest possible solutions, and work actively to persuade the legislature to take action. Governor Riley used this power adroitly to push for the adoption of the Education Improvement Act. The governor also plays a significant role in preparing budget requests to the legislature through his position as Chairman of the Budget and Control Board.

3. The Budget and Control Board. Through its Budget Division, the Budget and Control Board develops the annual state budget request to be presented to the General Assembly. It is at this stage that higher education's budget request is merged with the requests of other state agencies and state priorities begin to emerge.

4. The General Assembly. Each house has a money committee (Ways and Means in the House of Representatives and Finance in the Senate) and a subject committee (Education and Public Works in the House and Education in the Senate) that play an active role on higher education issues. The money committees wield greater power and are therefore the more important in legislative approval of new policy thrusts.

Prior to World War II, most college and university boards and presidents dealt directly with their governors and state legislatures for the funds needed to support current and new programs, faculty, facilities, and equipment. Intense institutional rivalries were played out not only on the athletic field but also in legislative lobbying for public support. The state research university was typically the dominant player and most frequent winner in the give-and-take of legislative decision-making.

As higher education grew in size and complexity, state legislators in states without any state higher education governance structure had more and more difficulty staying abreast of the issues, sorting out competing program and facility requests, getting non-partisan advice, and generally managing any coherent development of the overall system. In 1950, 28 states, including South Carolina, had no state-level governance structure for public

higher education. Since then, 36 states, again including South Carolina, created or substantially modified their state-level governance structures.

Governing Higher Education

Although numerous names are used to identify state-level higher education boards, there are only two types - the governing board and the coordinating board. A governing board, which may govern one or many institutions, is charged with managing its constituent units. Its duties include selecting the president, organizing the campus, establishing degree requirements, allocating resources internally, creating personnel systems and support systems, and making rules and regulations covering faculty, student, and administrative rights and responsibilities. In those states where a governing board is given statewide responsibility for all public colleges and universities, the board also is charged with planning the orderly development of higher education on a statewide basis. Georgia, Hawaii, Idaho, Maine, North Carolina, Rhode Island, and West Virginia are examples of states with this type of statewide governing board.

Coordinating boards were created to foster the efficient use of public resources through planning, program review, and budget review. Additionally, they generally are charged with including private colleges in their planning for higher education in the state. Structurally, the weakest coordinating boards have only advisory powers. They gather information, conduct analyses, and provide policy advice to the governor and legislature, but must rely on elected political officials to implement the recommendations. The coordinating boards in California, Delaware, New York, Minnesota, and Pennsylvania have been classified in this group. Coordinating boards with

regulatory powers, for example, over new or existing programs, are stronger structurally since they are able to make and implement decisions without legislative or gubernatorial approval. Illinois, Missouri, New Jersey, Ohio, South Carolina and Texas are examples of states with this type of coordinating board.

The perspective of a governing board is that of its institutions' and it is generally seen as an advocate for their advancement. Coordinating boards are more closely aligned with state government and are generally seen as taking a statewide view rather than an institutional view on policy issues.

Each governance approach has potential advantages and disadvantages. One advantage of the governing board is its power to control and coordinate every aspect of every campus under its control, from degree offerings to parking regulations. A major disadvantage is that the typical governing board controls only a portion of the higher education domain. Another major disadvantage is that these boards cannot be called on by political leaders for objective advice on the overall development of postsecondary education in the state. Finally, the tendency of major research universities to dominate other institutions under the same governing board can lead to inequitable treatment of institutions over time.

The major potential advantages of the coordinating board are its ability to take a statewide perspective, including both public and private higher education; its freedom from the day-to-day management affairs of any institution; its ability to draw on all colleges and government agencies for the information necessary to compile a central data base for use in addressing policy issues; its objectivity in performing its analysis and

regulatory functions and providing policy advice to political leaders; and its position as the only single source for information about all of higher education. Among the disadvantages are limited powers to enforce recommendations and lack of a natural constituency (neither institutions nor elected political leaders are its natural allies).

Every state now has some type of state-level governance body and elected political leaders look to it (in varying degrees, to be sure) for assistance in articulating and accomplishing state interests. Whatever type of statewide governance approach is adopted, effective coordination of institutional activities and aspirations is the main objective. The major tools for accomplishing this are planning, budgeting, program review, and policy analysis.

In concluding that coordination has been effective nationally, Lyman Glenny summarizes the strengths of each of these tools as follows:

> Planning has preserved diversity among four-year institutions that seemed determined on becoming replicas of the leading state university, and has restrained the efforts of two-year colleges to become four-year institutions. . . Statewide perspectives, applied in planning, have met state objectives of creating diversity while conserving resources. . .
>
> New practices adopted by the coordinating agencies for developing and managing budgets have contributed much to equitable funding while recognizing differences among systems, types of institutions, and level of programs. Institutional squabbling over "fair shares" was greatly reduced by such practices. . . Formula funding greatly reduced income fluctuations, gave institutions a basis for sound academic planning from one budget cycle to the next, and afforded the state a measure for adequacy of state funding. . .
>
> New programs have been approved and disapproved under guidelines of the state master plan (or rolling plan) and of the role and mission statements of each institution. . .

> The "unnecessary overlap and duplication" so despised by legislators has largely been avoided, especially with expensive and esoteric programs. . .
>
> [Policy analysis] has become the most important function of advisory boards and is equal to budgeting and planning for the regulatory and governing ones. . . Analyses conducted in a scholarly, objective manner can sometimes lead to friction between the coordinators and the legislators or their staffs, especially if the legislators have preconceived ideas about what results the study should show. Over time, however, these policy analysis activities have earned coordinating agencies a reputation for fairness, thoroughness and objectivity - much prized by the politicians as a group even though a few individual legislators may adhere to their biases on particular issues. So useful are policy studies that politicians have steadily increased the scope of activities of the regulatory and statewide governing boards or converted an advisory board into a regulatory one as important new issues and problems arise. A valued by-product of objective policy analysis is that legislators are far less likely to engage in partisan politics on higher education matters. 2

The ability of a state to realize its interests depends in large measure on its ability to articulate a set of commonly accepted goals as well as its ability to organize effectively to pursue those goals. Statewide coordinating boards can be effective instruments for successfully accomplishing both tasks.

Funding Higher Education

In higher education, most state funds traditionally are allocated directly to institutions rather than to students. State fiscal support was based on the annual presentation of a budget by each college and university to the legislature. This process was permeated by considerable individual and institutional lobbying. It was then the task of the legislature to

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2. Excerpts taken from "State Coordination of Higher Education: The Modern Concept", by Lyman Glenny; published by the State Higher Education Executive Officers, Denver, Colorado, 1985, pp. 11-14.

arrive at a funding level for each college and university.

When this task became too complex, it was assigned to statewide higher education boards. These boards were asked to review and recommend equitable budget levels for each of the colleges and universities. This required that some method of treating similar institutions in a similar manner be devised. The result was a wide variety of formulas, representing local constraints and political imperatives.

The definition of a formula can be broadly stated as a quantitative means of linking funding to enrollment or other higher education activities. Formulas are conscious policies arrived at through debate, persuasion and power. Their presentation as mathematical equations masks the underlying political trade-offs necessary to establish a working balance of power. The essence of the formula approach is to remove requests for fiscal support from the arena of political backscratching and place them in the arena of rational argument based on fact and analysis.

Current Issues in Higher Education

Colleges and universities everywhere struggle to obtain adequate funds, to maintain their facilities, to improve their faculties, and to keep equipment up-to-date. These are the perennial issues. Other issues arise and are debated at various levels for shorter periods of time. Some are accepted, proposed solutions are then approved, funded, and implemented, while others are rejected and forgotten or put aside for the future. The list of policy issues will vary by state, but generally there are a few issues that are sufficiently common to allow some generalization about current national issues. Two such issues, one internal to higher education and one external, are touched on here: (1) efforts to improve higher education; and (2) increasing interstate competition.

Improving Higher Education

The current interest in improving higher education is a natural outgrowth of the struggle to broaden access to higher education and the recent interest in upgrading the public schools. Several recent national reports have focused on higher education quality issues. One, sponsored by the National Institute of Education, notes:

> Excellence in higher education, we believe, requires
>
> 1. That institutions of higher education produce demonstrable improvements in student knowledge, capacities, skills, and attitudes between entrance and graduation;
>
> 2. That these demonstrable improvements occur within established, clearly expressed, and publicly announced and maintained standards of performance for awarding degrees based on societal and institutional definitions of college-level academic learning; and

3. That these improvements are achieved efficiently, that is, that they are cost effective in the use of student and institutional resources of time, effort, and money.

Adequate measures of educational excellence must thus be couched in terms of student outcomes - principally, such academic outcomes as knowledge, intellectual capacities, and skills.[3]

The same report calls on state officials to reduce their intrusions into the daily lives of colleges and universities. "We believe that it is the responsibility of legislators and other state officials to minimize practices that breed distrust and cynicism in public colleges and universities."[4]

The Southern Regional Education Board stresses that students must have access to quality higher education. Its conclusion:

It is vital that the issue of achieving access to quality education become a state-level concern.

The new covenant between higher education and the public will have to contain practical, understandable, and explainable approaches to pursuing quality and access simultaneously. These agreements should be formalized in state-level policy, which has both the leverage and the jurisdiction to ensure that students seeking collegiate study can obtain the services they need without compromising efforts to improve quality.[5]

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3. From The National Institute of Education's Study Group on the Conditions of Excellence in American Higher Education, "Involvement in Learning: Realizing the Potential of Higher Education", pp. 15-16.

4. Ibid., p. 68.

5. From "Access to Quality Undergraduate Education: A Report to The Southern Regional Education Board by Its Commission for Educational Quality", 1985, p. 3.

A third report focused on improving the preparation of new teachers. It's major recommendation was that "admission to and graduation from teacher education programs should be based upon rigorous academic and performance standards."[6]

A fourth report focused on the curriculum and had this to say about the problem of accountability for what happens on a campus:

> One of the most remarkable and scandalous aspects of American higher education is the absence of traditions, practices, and methods of institutional and social accountability. The spirit of freedom and individual enterprise has supported non-accountability and underwritten a great deal of irresponsibility. In a society where survival and growth are often the only tests of virtue, colleges and universities have paid too little attention to the measures appropriate to an assessment of their performance. . . There must be ways of demonstrating to state legislatures, students, and the public at large that the colleges know what they are doing (or do not know) and that they are doing it well (or poorly). The colleges themselves must be held responsible for developing evaluations that the public can respect.[7]

Interstate Competition

Changes in the national economy are felt in different degrees by each of the states. Michigan, for example, was hit harder by the last recession than its neighbors because of its heavy reliance on automobile production and

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6. "A Call for Change in Teacher Education", released in March 1985 by the National Commission for Excellence in Teacher Education, an independent commission set up by the American Association of Colleges for Teacher Education.

7. From "Integrity in the College Curriculum: A Report to the Academic Community," prepared by the Association of American College's Project on Redefining the Meaning and Purpose of Baccalaureate Degrees and reproduced in the Chronicle of Higher Education, February 13, 1985, p. 1 ff.

related industries. Currently, South Carolina is undergoing change in its textile industry, a major segment of the state's economy. In general, as political leaders recognize the nature of these changes - away from heavy manufacturing and toward service industries - they begin to seek ways to put their state in a favorable position so that it can weather economic transitions with the least amount of upheaval.

The competition for new plants, such as the General Motors Saturn plant, and research sites, such as the federal government's particle accelerator, is keen. Winning means new jobs, expanded tax bases, and increased economic diversity. States adopt a variety of approaches to new businesses. Michigan, for example, created the Biotechnology Institute to facilitate the commercialization and development of applied biology. New York is developing Centers for Advanced Technology to foster closer linkages between the business community and the universities. Ohio's Thomas Alva Edison Partnership program is similar. Arizona put $20 million into the Arizona State University Center for Excellence in Engineering. Louisiana is funding an Innovation Center to help small businesses get started.

Each of these efforts has two things in common: it seeks to create new jobs through economic development and it draws on the resources of higher education as an integral part of the strategy. This means that faculty and facilities of the state's universities are vital attractions to those industries that have high research and development needs. So, too, are the state's technical training campuses that train entry level workers and retrain experienced workers in the skills needed by the new industries. When these two ingredients are abundantly available, then a state has a good basis

for competing.

Some other aspects of interstate competition relate more directly to higher education. These include the competition for the best faculty, the brightest students, and public and private research grants. Concentrations of the brightest students are among the strongest drawing cards for the best faculty, who, in turn, have the highest ability to attract external research funds. If the best students leave the state, if faculty turnover is high, and if the volume of external research contracts is low, then a state cannot be considered competitive and will have a hard time attracting expanding industries.

Two basic shifts should be noted here. First, the dominant theme in higher education has moved from access to quality. Thoughtful promoters of change are careful to remind policy makers that access remains a priority issue even though the focus has shifted to wrestling with the problem of upgrading standards. Second, the assessment of quality, once the exclusive purview of the faculty and voluntary accrediting agencies, is being broadened. While the new boundaries are not well-defined, state agency staffs and elected political leaders and their staffs are getting more involved. What their proper role should be is currently the topic of debate in many states.

CHAPTER III. THE STATUS OF HIGHER EDUCATION IN SOUTH CAROLINA

This chapter contains information about demographic, economic, and higher education trends in South Carolina, describes important features of the climate for higher education, and identifies the strengths and weaknesses of the state's higher education system.

Demographic, Economic, and Higher Education Trends

Higher education, like other complex aspects of society, does not exist in a vacuum. It is not an independent entity hidden from public view, nor is it immune from economic, sociological, and political currents. Higher education is a large enterprise with an extensive social and economic impact. The present status of public higher education is inextricably linked to its state's history. Moreover, the future of higher education will be significantly influenced by state, regional, and national demographic and economic trends.

The following characteristics, based on information contained in Appendix B, are important when considering the future of higher education in South Carolina:

- South Carolina is a relatively poor state. Per capita income is very low and the state's tax capacity is among the lowest in the nation.
- Despite its low tax capacity, South Carolina devotes a large amount to government services, particularly education. The state spends a relatively high proportion of its budget on elementary/secondary and higher education.
- South Carolina's economy is changing as the textile industry attempts to lower labor costs and tourism expands. A significant increase in

service workers is expected with the anticipated need to retrain many of those currently employed and to provide more education to new workers.

- South Carolina has a very large minority population. The concentration of blacks is expected to grow, particularly among people of college age.

- In terms of income and education, blacks are significantly different from whites in South Carolina. Blacks have lower incomes and participate to a lesser extent in higher education. The SAT scores of black students are below those of white students.

- South Carolina has a higher than average, but not inordinately high, number of public colleges relative to its population. Colleges are geographically well placed relative to future population growth.

- Colleges and universities in South Carolina tend to serve "traditional" students. In the future, the need to serve nontraditional students, particularly in terms of age and part-time participation, will increase.

- It appears that a relatively small proportion of all students leave South Carolina to obtain an undergraduate education. However, a large proportion leave the state to attend graduate school.

- State support for higher education appears to be adequate and it is distributed equitably among public institutions.

- Faculty salaries are about average for states in the South. A problem may be developing at the technical colleges, where salaries are becoming less competitive with those paid in the public schools.

- Tuition and fee levels at South Carolina colleges and universities are relatively high.

- An emphasis on graduate education and research is fairly new and activity is relatively low compared to institutions in other states.

- The state provides strong support for its private colleges through the Tuition Grants Program. Despite this program, some private colleges are facing fiscal problems.

The Climate for Higher Education in South Carolina

During this study we became familiar with South Carolina and its people, its history and its higher education system. We developed a sense of the higher education "climate" in the state. By climate, we mean commonly held feelings about the state and its colleges and universities. We believe that eight important elements create the climate for higher education in South Carolina. The future of higher education depends on an understanding of these elements and the ways they affect, and may be affected by, changes in the higher education system. In reading our description, the following should be kept in mind: first, some of the elements are contradictory; second, the elements portray general attitudes and do not reflect what any specific individual said; third, some of these attitudes are not unique to South Carolina; and, fourth, the descriptions are blunt and err on the side of straightforwardness rather than diplomacy.

The first element is that people in South Carolina strongly support the roles that higher education plays in economic development and in providing credentials, such as degrees, that are valued by society. People do not value higher education for the academic knowledge it provides. Higher education is in a precarious position because its basic roles are not of great interest to a broad segment of the population. South Carolinians believe that the higher education system has played a significant part in improving the state's economic vitality. Any threat to that role could jeopardize support for higher education.

Attempts to improve the quality of academic services may not receive much public support until such time as the general level of academic preparation in the high schools improves and the demand for additional academic services increases significantly. This attitude toward higher education, which strongly supports the practical side of the higher education enterprise but is apathetic toward the academic side, explains, at least in part, why most of the technical colleges have never developed into "community" colleges and why graduate education receives so little attention. Attempts to mix the vocational goals of the technical colleges with a general academic function often are viewed as threatening to their fundamental purpose. Diversion of resources into basic research and esoteric graduate education, which may not justify itself in the near future, is viewed as irrelevant.

A second element concerns intrastate competition. One of the strongest attitudes we came across in South Carolina is the sense of regionalism. People divide the state into three primary regions, one centering on the Greenville-Spartanburg hub, one located in and around Columbia, and one running along the coast from Beaufort to Myrtle Beach, with Charleston as its population center. Much of this regionalism has a historical basis in the development of the state, including the movement of people into each region, the economic basis of the region, and the competition for whatever benefits the state could provide. Despite fundamental changes in society during the past century, particularly improvements in communication, regional tension is still strong in South Carolina. This regionalism manifests itself in two important ways: first, people find it difficult to take a statewide view of any issue; and second, what limited state resources are available generally get divided among the regions. While regionalism occurs in most states,

people have found ways to diffuse some of its negative aspects while recognizing basic differences in the history, economy and culture of regions. In South Carolina regional attitudes are strengthened, rather than alleviated, by the tradition of strong legislative control, the selection of some public policy makers on the basis of geography, and athletic competitions. People are used to and comfortable with "deals" that satisfy regional demands but use limited resources inefficiently.

Regionalism is so strong that a variety of it operates within the regions themselves. We call this third element "local boosterism." This is an attitude that tolerates special treatment for one or more members of a group in light of their peculiar circumstances. This approach reduces equity within the group. More importantly, it encourages an incremental approach rather than a systematic approach to dealing with problems. From this viewpoint, every issue is unique, requiring special attention and a solution that is unacceptable in a similar circumstance someplace else.

Fourth, we found that people feel that the quality of higher education in the state is mediocre. People look to North Carolina and Georgia and sense that somehow the institutions in those states do a better job than the ones in South Carolina. Given the low expectations for higher education in South Carolina, this attitude might be expected. The higher education system itself is partly to blame because it has not done a very good job of defining or measuring what it does; rather, it encourages people to focus on a few peripheral indicators, such as athletic prowess or numbers of winners of prestigious awards, to judge quality. We believe that the sense of

mediocrity reflects a partial truth as well as a sense of inferiority that South Carolinians have developed and need to overcome.

The fifth element concerns the low income level of the state. We heard repeated references to South Carolina's low income level as an explanation for low quality. Every indicator suggests that income is low in the state. However, we found that low income serves as an excuse for a wide variety of failings where, in our judgment, it is not a contributing factor since the state spends a sizable amount on its higher education system. Something other than money is lacking if the system is not performing well.

The sixth element is that students are not well-prepared academically to attend college. By any indicator we could find, it appears that the elementary/secondary system has not performed well in the past. While the situation is changing, and people expressed hope that all of the efforts being made to improve the public schools would pay off, it will take many years before things turn around completely. While we believe that all of the attention being paid to the public schools can only help higher education in the long run, a major focus of the higher education system for the foreseeable future will be developmental education.

As a seventh element, we found a number of aspects of the higher education system to be 10 to 15 years behind those of other states. These include faculty development programs, enrichment programs for the brightest students, adaptations to accommodate non-traditional and part-time students, and state student financial aid for students in the public sector.

Finally, we found that racial issues remain an important part of the higher education agenda despite the improvements that have been made in the last few years. Racial issues are difficult to talk about. There are strong perceptions by both blacks and whites about traditionally black colleges, the goals of the Commission's desegregation plan, how well those goals are being achieved, and the quality of life for blacks in South Carolina. All blacks do not agree nor do all whites. Some people would prefer not to talk about these issues; others feel that enough effort has been made to rectify prior problems and no special effort is required in the future. The state has made progress but certain basic issues remain. Improvements in elementary/secondary education, the political system, and in the economy may facilitate changes in the higher education system. However, the higher education system can lead the state in improving the quality of life for blacks and whites.

Strengths of the Higher Education System

Trying to identify the strengths and weaknesses of higher education in a particular state is difficult because attitudes toward higher education are not universally held. Some people are unfamiliar with what the system does or how it is organized, and they have no strong opinions about how well it is doing; other people have strong opinions about the higher education system but have a rather flimsy basis for holding them; some are knowledgeable about certain segments or perhaps only particular campuses; and some are both broadly knowledgeable and highly opinionated.

We used four basic approaches to identify the strengths and weaknesses of higher education in South Carolina. First, we interviewed a large number of people, some directly involved in providing higher education services and some only peripherally involved with the system. Second, we analyzed a large body of data that indicates the status of the system in a number of areas and compares institutions in South Carolina to their peers in other states along a number of different dimensions. Third, we sent issue experts throughout the state to discuss a wide variety of issues with professional educators and knowledgeable others. Finally we compared South Carolina to other states.

Because of the general consistency of our results, we feel comfortable describing eight strengths and ten weaknesses of higher education in South Carolina. Higher education accomplishes a great deal in South Carolina and the state's citizens have much to be proud of; however, as is the case in most places, the system can be improved so that it serves the public even better in the future.

Access to Higher Education Opportunities

During the last 20 to 30 years, most states struggled to improve the accessibility of higher education opportunities. The purpose of this effort was to transform higher education from an elite activity, engaged in only by the few people able to afford it, to one available to all people desiring to participate. This has not been done simply as a public service. People now believe, and there is a great deal of evidence to support the belief, that higher education plays an important role in the economic development of a state. Investment in human capital shows returns in better health, lower crime, higher personal income and more state revenue. In order to improve access, states created new institutions, built new facilities, increased state support for colleges and universities, provided aid to students, changed admission standards, altered academic schedules and alleviated other barriers that served to reduce the participation of minorities, women, older students and other individuals.

South Carolina implemented each of these approaches to increase access to higher education. Between 1957 and 1974, 27 new public colleges (16 technical colleges, 2 previously private colleges, and 9 branch campuses of USC - one of which became Francis Marion College) were added to the system. In many of these institutions, the only requirement for entrance is a high school diploma. As a result, many more people are now engaged in higher education than was the case 20 years ago: in 1964, about 41,000 people attended colleges in the state; in 1984, over 130,000 people attended college. Relative to other states of similar population, South Carolina has a high, but not inordinately high, number of institutions per 100,000 residents.

The people we interviewed reported that financial access to higher education in South Carolina is also adequate. Despite relatively high tuition levels, people do not believe that anyone is prevented from attending college because of cost. The availability of federal financial aid, in the form of grants, loans and work-study funds, is viewed as sufficient to assure that students are not inappropriately burdened with either the need to work while pursuing their education or loan repayments after graduation. We searched for information that might support an opposing view; however, we could not prove that some people choose not to attend college because of financial difficulties or that students drop out of school solely for financial reasons. South Carolina's formula funding system assumes that students will pay about 20 percent of the cost of operating public institutions, an amount that appears reasonable although it must be recognized that students incur costs other than tuition to attend college. Interviewees were apprehensive about the future of federal student aid programs and suggested that financial access to higher education in South Carolina could be threatened if federal student aid funds are reduced as proposed in 1986. It will be important to monitor federal funding and track the impact of changes in student enrollment in the state in order to assure continued financial access in the future. Furthermore, we suspect that, given South Carolina's low income levels, higher education costs may be a barrier to a substantial number of potential students.

Higher Education and Economic Development

Until recently, most states did not attempt to link higher education to economic development. Most state policy makers assumed that a strong higher

education system was related to economic prosperity, but were unaware of a direct relationship. Institutional initiative was primarily responsible for linkages between educational programs and industrial development and between basic research and the creation of new businesses. The development of research parks or the attraction of manufacturing facilities was an unanticipated outgrowth of the presence of colleges and universities. Today, the situation is different. States use their institutions to actively lure industrial development and to stimulate the formation of new companies. Policy makers recognize the symbiotic relationship between higher education and economic development, and understand that the allocation of state support to higher education is an investment likely to produce good returns in the form of new jobs and higher state tax revenues.

Higher education in South Carolina is perceived to be strongly linked to the economic development of the state. Businessmen are familiar with the capacity of the technical colleges to train workers for specific jobs, and they understand the value of more education for their employees. Since their inception in 1961, the technical colleges, through the Special Schools Program, have trained nearly 90,000 people working in over 800 new or expanding companies. Businessmen also realize that more research needs to be undertaken and they support the state's Research Authority in its attempts to stimulate more investment of research dollars in South Carolina. They also view positively the role of higher education in attracting foreign investments.

People are conscious of and strongly support higher education when it can demonstrate a tangible link to economic development. South Carolina's

technical colleges, purposely different from the broad-based community colleges created in most states, have been successful. Nationally, community colleges are having difficult times because of their lack of specificity. In an attempt to be all things to all people, the quality of their programs is being questioned, and they have lost a good deal of the political support that was the basis of their expansion. The Research Authority is beginning to promote research and development activities. The universities are becoming more successful in attracting research support from outside the state. While there is much room for further expansion of these activities in the future, the base is strong and expectations are high.

Formula Funding and Program Review

The strongest aspects of the Commission on Higher Education are formula funding and program review. Both are generally accepted by the colleges and universities as well as by the legislature.

Formula Funding. One of the most difficult higher education problems that states face is the allocation of support to their colleges and universities. Prior to the decades of expansion, it was relatively easy to distribute funds to a small number of institutions that served different missions. The political bargaining in this process became more difficult to support as more institutions, many serving similar missions, were created. Many states began to develop guidelines in order to distribute funds fairly; in some states, these guidelines evolved into formulas when policy makers agreed to accept approaches that mathematically combined allocational parameters. Formulas are designed both to help state legislatures determine

how much money higher education needs and to distribute equitably to each institution the funds appropriated.

Implementing formulas takes time and diplomacy - parameters are difficult to specify, satisfaction across institutions is not uniform, and annual legislative review reduces predictability. Handling declining enrollments is particularly difficult because most formulas are "student-driven", that is, a basic factor determining an institution's funding needs is the number of students it serves. When the number falls, institutions tend to lose funds more rapidly than costs can be reduced, forcing severe dislocations in institutional operations. Formulas are now being adjusted to deal with this problem through the use of "corridors of funding" or lags in funding reductions. Fortunately, South Carolina does not have this problem and will not face it in the near future.

While most states use some kind of formula, there is a wide variation in their structure and complexity. Some focus only on instructional costs while others deal with research and public service as well, some are sensitive to institutional size, some distinguish between fixed and variable costs, and some incorporate faculty salary levels.

The Commission on Higher Education has been successful in developing and using a formula that combines several of these aspects to arrive at an equitable means of balancing the fiscal demands of its colleges and universities. The legislature accepts the formula and the institutions support its use. While we found people who argued about specific aspects of the formula, such as the way students are counted, most agreed that when the formula is fully funded, it does a fine job. Our view is that the formula

provides a disciplined, orderly method to prepare and review most of the requests for higher education appropriations; it adequately reflects the current basic funding needs of higher education. The formula is particularly appropriate in light of the large number of institutions in the state and the relative stability of enrollment levels. The formula provides a reasonable base for the support of higher education in South Carolina; however, we believe that additional funds should be provided, beyond those currently covered by the "unique costs" component or the research component of the formula.

Program Review. During the past 15 years, most states developed procedures to review new and existing programs of colleges and universities. Program review is one approach to assure that the quality of higher education programs, at least in terms of resources available such as faculty or library support, is maintained. Program review is a complex process that can be very threatening to a college. When it is done well, the strengths and weaknesses of individual programs are identified and colleges are given time to correct weaknesses. Over time, reviews of the same program serve as a barometer of programmatic development, which when linked to institutional mission statements are indicative of how well colleges perform. Reviews of different programs can be used to pinpoint underlying strengths and weaknesses of institutions, which affect all programs, such as library and computer support.

The Commission initiated program review procedures in 1980. To date, 203 programs have been reviewed in 12 subject categories; four programs were recognized for special excellence, 20 were modified significantly in response

to recommendations, 11 were eliminated, and nine were continued provisionally pending institutional study. In 1986, second reviews of some programs will be initiated. The Commission uses teams of external consultants to conduct program reviews. This process is similar to ones used in other states. The program review process is supported by the institutions, and program reviews do enhance programs. Although the program review procedures are successful, we believe that they can be strengthened.

The Quality of Campus Personnel

Over the past few years there has been widespread discussion of the quality of educators in this country. Much of this discussion focuses on the elementary and secondary schools because, as opportunities for women improved in society, many of the best qualified women are choosing careers other than teaching. At the higher education level, the situation is reversed. In the 1960's and 1970's, large numbers of people earned doctoral degrees. The glut of well trained people was so high that many colleges traditionally unable to attract people with doctorates were able to do so and highly selective institutions were able to attract the very best professors. This situation is changing because fewer people are obtaining doctoral degrees and, of those who are, many are choosing nonacademic careers. As the cohort of currently employed professors reaches retirement age, the demand for highly qualified professors will greatly increase, particularly if colleges maintain enrollment levels by serving nontraditional students.

Professors in South Carolina are well qualified in terms of academic preparation and experience. A large percentage of the faculty have doctorates, many obtained out of state, reducing the likelihood of

"inbreeding" that can occur when an institution's own graduates become its faculty.

We interviewed many presidents and vice-presidents in our visits to the colleges and universities. We came away impressed with the knowledge, commitment and competence of these individuals. There has been a lot of change recently in the leadership of the state's institutions. We found new presidents to be hopeful about the future, willing to make difficult choices to assure educational improvement, and understanding about the need to promote statewide institutional coordination.

Faculty Salaries

An important determinant of the quality of higher education is the level of faculty salaries. In order to attract and retain superior faculty, salaries must be competitive, both among academic institutions and between academic jobs and alternative employment opportunities. Salary level is not the only factor that affects the employment decisions of professors - the quality of students, institutional facilities, geographic location, cost of living, and other factors also play a role. The glut of professors has been important in keeping faculty salaries relatively low. In the future, however, as the relationship between supply and demand changes, salaries, along with other factors, may have to change. Another factor that affects higher education, particularly the technical college sector, is the salary structure for public school teachers. During the last two years, teachers' salaries have been increasing dramatically, and new salary structures have been introduced that make teaching much more attractive. As a result, options have improved for people making a choice between high school and

technical college teaching jobs. It will be unfortunate if the steps taken by states to solve one problem, the supply of qualified school teachers, creates new problems for colleges.

Salary levels of professors in South Carolina are competitive at this time. Relative to their peers in other southern states, faculty in South Carolina are paid about 96 percent of the average. Our analysis indicates that faculty salaries in South Carolina are about average in comparison to peer institutions. This is expected given the structure of the formula used to allocate state aid, which is sensitive to average salaries for a set of peer institutions. More importantly, however, the consistency of peer group salary data suggests that faculty salaries were maintained even when the formula was not fully funded.

Support for Private Colleges

Given the precarious fiscal condition of many private colleges and the desire to maintain the diversity of higher education, many states developed approaches to aiding private colleges. Some contract with private institutions to provide specific services needed by the state, some assist in the construction of facilities, and some either permit students attending private colleges to participate in state student financial aid programs or operate student financial aid programs specifically for students attending private colleges. South Carolina is one of only 12 states that have financial aid programs limited to students attending private colleges. All of the 11 other states with such programs also provide financial aid for students attending public institutions. In 1983-84, nearly 7,000 awards were provided under South Carolina's Tuition Grants program at a total cost of

about $11.9 million to the state (an additional $.6 million was provided by federal funds). The average award was about $1,800 per student, 75 percent higher than the average for all states with such programs and second in magnitude to Iowa. The average award was approximately half of the average tuition and fees charged by private colleges.

There is a great deal of support for the Tuition Grant program from people connected with the private colleges, from state policy makers and from representatives of the public sector. People feel that the program provides significant fiscal help to a number of private colleges; they also feel that both the mechanism used to provide support (need-based aid to students), and the amount of such support are appropriate. Few people believe that state aid provided to students attending private colleges diminished the availability of state support for public institutions. However, they thought that there should be some explicit relationship between support for the tuition aid program and state aid to public institutions, perhaps based on tuition levels, enrollments, or some other factor that would rationalize the appropriation for the Tuition Grants program.

Desegregation Efforts

It appears that South Carolina is nearing the termination of the federally mandated desegregation plan that was initiated in 1981. The state has made a commendable effort to accomplish the goals established in the plan, and while not every goal will be met in the five years ending this June, progress has been made. We believe that while sincere efforts have been made to fulfill the plan's objectives, there is still some confusion and some concern, among both blacks and whites, about those goals. Further, we

believe that changes in South Carolina's demography and economy are as important as the positive efforts made by the higher education system to promote and sustain integration; the success of the Education Improvement Act, for example, is crucial to desegregation of the higher education system. Finally, we feel that it is important that integration be achieved in an environment of excellence. All facets of the higher education system must be of high quality or the achievement of arithmetic racial objectives will have little meaning. We support the continuation of conscious desegregation efforts beyond June of 1986 in order to achieve the objectives of the plan.

The Condition of Facilities

One of higher education's growing problems is deferred maintenance. In most states, the era of building new facilities has been over for a decade and enrollment projections do not justify further expansion. Recently, tight budgets resulted in increased deferral of building maintenance; the long term effects of a lack of maintenance combined with aging buildings will likely cause severe problems in many states.

In visiting campuses in South Carolina, it was not our intention to undertake an audit of the condition of facilities. However, we were struck by the generally good condition of the facilities we saw, which contrasts with what we have seen in many other places. We recognize that there is a backlog of maintenance problems and that some buildings need improvement. We are aware of studies that attempted to rate the condition of the buildings on South Carolina's college and university campuses and we know that there are pressing needs for renovation, particularly among the older facilities.

Nonetheless, relative to other places, buildings are somewhat newer in South Carolina, their condition is generally better, and less needs to be done to improve them. Our interviews support this view. People feel that the state has invested heavily in facilities, and that campuses are generally safe, well-designed learning centers with adequate classroom, laboratory, recreational, library and student service facilities.

Weaknesses of the Higher Education System

Statewide Higher Education Leadership

South Carolina has a strong tradition of decentralized government that emphasizes legislative control over statewide issues and promotes as much local control as possible. In the realm of higher education, numerous actors participate in determining the policies that guide the system: the governor, five legislative committees, the State Budget and Control Board, the Commission on Higher Education, the nine governing boards for the 33 public colleges and universities, 17 area higher education commissions, 15 area technical education commissions and committees, the State Board for Technical and Comprehensive Education, and the State Board of Education all influence the higher education enterprise. The roles of these actors are not neatly defined and there is a great deal of overlap among them. Sometimes this causes tension, confusion or miscommunication. We consider the biggest shortcoming of this eclectic approach to be a lack of leadership at the state level. There is nothing inherently wrong with strong local control; however, with an enterprise as large and costly as higher education, someone or some agency needs to lead, guiding the progress of the system through systematic planning and evaluation and raising issues that must be confronted in the future.

The Commission does not play a strong role as a statewide leader. It lacks visibility - a wide variety of people, some of whom play a role in providing higher education, are unfamiliar with the role of the Commission,

its members, or its staff. There is some confusion about CHE's authority and there is a general sense that the agency does not wield much power.

The Commission is perceived to be getting stronger. This perception can be attributed to the efforts of the Commission chairman, who is respected for his efforts to clarify the Commission's role. While some people connected with the Commission feel that it should not "sell" itself, we argue the opposing view. Good internal work, for example, staff studies and Commission debates, is only part of the job. External work, that is, setting public agendas, explaining policies, or selling ideas, is equally critical. The Commission needs to expand these efforts in the future. The Master Plan provides an illustration of what we mean. We are impressed with the plan for higher education developed by the Commission in 1979; this document clearly lays out the purposes of the Commission and identifies how it ought to operate. As far as we can tell, however, the plan has not been accepted outside the Commission and the words have not been translated into actions. The result: an excellent document only partially implemented. In addition, other mechanisms must be found to familiarize people with the Commission's role and work. For example, the Commission publishes few documents for public consumption; most of its work is technical in nature and therefore uninteresting to most people. The Commission has been quietly competent but has not realized its potential for leadership.

The General Assembly does not serve as a particularly strong focal point for discussion about higher education. In part, this is because there are a number of substantive committees concerned with higher education, but the General Assembly's money committees play a more important role in determining

higher education's future. In part, this is because the General Assembly reflects the strongly local and regional nature of the state, making it difficult for a particular committee to have much influence over statewide issues. This is not an unusual situation although, in other states, legislative committees may play a stronger role in determining higher education policy. In South Carolina, the General Assembly shares its policy making role with the state's Budget and Control Board.

During the past few years, South Carolina received national attention for the steps taken to improve the teaching profession and the quality of elementary/secondary education, efforts that should benefit higher education in time. The governor provided key leadership in this effort by raising issues, stimulating debate and encouraging action. Similar attention has not been paid to higher education.

In the absence of strong state leadership from the Commission, the General Assembly or the governor, a great deal of power lies in the hands of individual institutions. More people are familiar with some college presidents than with statewide higher education leaders. Those college presidents are viewed as leaders because they promote their visibility by strongly articulating the role of higher education. Given the lack of other leaders, it is difficult to fault college presidents who look to the future, publicize the role that higher education can play in improving life in South Carolina, and use whatever means are available to turn their hopes for their institutions into reality. But diverse, uncoordinated actions by such leaders may not achieve state goals for higher education.

Political Interference in Statewide Policy Development

South Carolina is considered a strong legislative state; one that relies heavily on local and regional politics to make decisions. In many cases, this may be a good way of doing business. In some cases, however, we believe that the state as a whole suffers because particular areas are protected by powerful legislators. An important exception to this practice is the passage of the Education Improvement Act on which the General Assembly took a statewide perspective and decisive action.

Legislative interference in higher education has a long history. The development of USC and the resolution of the Clemson Will are steeped in wrangling between political parties and regions of the state. The transfer of some private colleges into the public sector was strongly influenced by political factors. The General Assembly increased the Commission's authority over the last few years but reserved for itself final authority, in the case of new program approval and program closure, a role held implicitly in any case. This explicit reservation of power over programs critically limits the power of the Commission; institutional leaders know that, in the end, political power will decide issues that the Commission was created to resolve. This situation is further complicated because legislators, as well as the governor and the Superintendent of Education, serve on boards of trustees of colleges and universities that make recommendations to the General Assembly.

The Commission's Structure and Organization

The Commission is perceived to be a relatively weak agency, although it is viewed as gaining strength in the last few years. Some leadership problems relate to the state's political decision-making processes and the particular history surrounding the establishment and development of the Commission. Others relate to weaknesses in the structure and organization of the Commission.

Currently, Commission members are selected on a regional basis. Six of the 18 members are appointed by the governor after being nominated by the legislative delegation of each congressional district; the remaining 12 are appointed by the governor with the advice and consent of each congressional district's legislative delegation, rotating representation among the counties in the district. This procedure strengthens the regional view of Commission members rather than encouraging them to take a statewide view. In addition, the current four year terms of members means that up to half of the membership may be changed every two years, an approach that could threaten the stability of the organization.

The Commission operates under an incomplete set of rules and procedures. They are used primarily by the chairman and are all but unknown to other members or staff. The lack of widely understood procedures results in confusion about the way members and staff interact. For example, individual Commission members often deal directly with individual staff resulting in conflicts in work responsibility, poor internal management, and low staff morale.

We are impressed with the time commitment of Commission members, although some indicated that Commission matters required too much of their time. Commission members' time could be reduced if staff were given greater decision-making latitude on day-to-day matters.

Commission members spend too much time dealing with management decisions rather than policy decisions. Policies approved by the Commission should include guidelines for independent staff action. Professional staff should be expected to implement policies without returning to the Commission for specific approval.

Confusion about Commission member/staff roles could be avoided if new Commission members were provided better orientation and training. Lay people cannot be expected to fulfill their responsibilities as Commission members without a great deal of knowledge about the Commission and its history, the development of higher education in the state, its current status, and the statewide role they are expected to play. Currently, orientation procedures are informal and voluntary. In addition, few Commission members are exposed to their counterparts in other states with similar responsibilities. National organizations, such as the Association of Governing Boards, provide an opportunity for lay board members to share experiences and discuss issues.

We find the staff to be overextended, a result of several factors. First, we find the staff to be serving too many masters; lines of communication and authority are not clear between staff and Commission members. Second, the Commission has attempted to deal with too many issues and to undertake too many isolated studies. It often does not differentiate

important matters from trivial ones, resulting in too little attention being paid to broad, future-oriented policy issues and too much attention focused on ad hoc actions of a very specific nature. Finally, there may be too few staff although that is difficult to judge because of these factors. The Commission has been restrained in its interpretation of its authorizing legislation, which suggests that the staff be of sufficient number to deal with a wide variety of issues. While staff job descriptions may indicate an ability to fulfill all legislative mandates, some mandates are not receiving sufficient attention, most notably in the area of planning.

We also find fairly weak the Commission's relations with other agencies and organizations involved in higher education. The Commission's relations with the General Assembly are informal. Unlike many colleges and universities as well as coordinating boards in other states, the Commission employs no one whose primary responsibility is to bring the Commission's concerns to the attention of the General Assembly or to respond to requests of the General Assembly. While informal interaction between the General Assembly and the Commission does occur regularly through a few individuals, notably the Assistant Director for Financial Affairs, such interaction could be broadened. The Commission's relations with both the State Board of Education and the State Board for Technical and Comprehensive Education are informal. Other state agencies, such as the Research Authority, also require the Commission's attention on an ongoing basis.

The Commission's statute created a Council of Presidents of State Institutions of Higher Learning to advise the Commission. Although the Council continues to function, there is little interaction with the

Commission. An Advisory Council of Private College Presidents, also referred to in Act 410, meets infrequently, removing the private colleges from active participation in statewide higher education affairs. Relations with both of theses groups should be strengthened.

Statewide Planning for Higher Education

Planning is a fundamental function of a state coordinating agency. Without an effective planning effort, a coordinating agency merely reacts to what others want to do. Planning permits the agency to identify emerging issues, set the state's higher education agenda, develop timely policies, and set the context for institutional planning and decision making. Only with proper planning can the interests of the state be well served by its colleges and universities, particularly as they become more competitive. Planning need not be synonymous with centralization or bureaucratization; done well, planning requires the participation of a wide array of people and agencies and, while it often results in restrictions on individual institutions, it also preserves diversity. State higher education agencies around the country devote substantial resources to planning: they organize information bases, identify emerging issues, focus policy agendas, develop participatory planning processes, work closely with institutions and other agencies of government, and evaluate the results of their efforts. Planning becomes much more important as enrollments level off, as competition for state funds increases, and as higher education's role in economic development becomes an issue.

Our view is that the Commission's planning activities are weak. We find little staff leadership in planning with the result that, in our mind, the

Commission has become reactive to issues. The Commission is not giving sufficient leadership to higher education policy discussions. It is responding to agendas created by the colleges and universities, the General Assembly or the governor. It is the Commission that should be seeking institutional responses to meet needs that it has identified, rather than the reverse.

The lack of ongoing planning is surprising in light of the scope of the 1979 Master Plan. As we have noted previously, the Master Plan is well-conceived, reflecting considerable effort. It identifies a number of activities that constitute components of good planning and it outlines a leadership role for the Commission. We find that the Commission does not, in fact, follow the guidance of its Master Plan. We believe that this reflects a lack of staff resources. Too many other tasks need to be done and planning, which never appears to be as important as immediate policy issues is, in large measure, deferred. The scope of planning activities identified in the Master Plan was modified to require less staff effort.

Planning requires good information and a context in which to place such information. The Commission's current data collection efforts are limited. Data are scarce about student capabilities, their movement through the higher education system, and their ability to pay for college. Much data collection is prompted by the need to fulfill federal data requirements (such as the Higher Education General Information Survey) and not by state planning needs. Further, what data are available could be used to better advantage. For example, the wealth of existing program review data is neither exploited to evaluate institutions generally nor linked to institutional funding. In

order to place higher education data in useful contexts, information about other aspects of society, such as the demography and economy of the state, region and nation, needs to be obtained.

Assessing the Quality of Higher Education

Recently, states are showing renewed concern about the quality of their higher education systems. In part, this concern stems from the accomplishment of other state goals, such as the provision of increased access to higher education opportunities. As admission standards were reduced, uneasiness about the efficiency of providing higher education services to everyone, particularly in light of increasing costs, grew. Recently, too, states devoted a great deal of attention to the improvement of elementary/secondary school systems with legislatures changing teacher training requirements and approaches to paying teachers, developing statewide testing procedures, and increasing graduation requirements. Such actions are generating interest in improving higher education. Given the increasing role that states play in supporting higher education, governors, legislators and others are examining their higher education systems.

South Carolina has not done a great deal to assess the quality of its higher education system. As mentioned earlier, the Commission has done a good job of reviewing programs in order to assure their quality. However, little else has been done to measure how well the system is doing. Our interviews revealed that key people in the state feel that South Carolina's higher education is generally mediocre. While able to identify a few outstanding programs at South Carolina institutions, they generally regard institutions in neighboring states as better. Georgia Tech and the

University of North Carolina are identified as examples of high quality institutions. Some people suggest that the very best students graduating from high school tend to leave the state to attend college. There is little evidence to judge the quality of higher education in South Carolina; more importantly, there is no rationale, at the state level, for quality assessment. In order to evaluate quality, there needs to be agreement about the goals of higher education, about how those goals can be measured, and some time to form baselines against which to measure improvement or deterioration.

Most efforts to judge the quality of higher education focus on the resources used to produce services: the number and qualifications of faculty, faculty salaries, library holdings, facilities, and so on. Some information about these attributes is available in South Carolina, through routine data collection, through the formula funding system and through program review procedures. This information is fragmented, disorganized and used only in limited ways. For example, the large number of completed program reviews form a rich source of information for evaluating institutions more broadly. Little use is made of program reviews beyond recommendations to improve individual programs. Little is known about the quality of faculty in the state and, although salary levels and productivity indicators are available, they are based on institutional averages.

More importantly, information needs to be gathered concerning the "outputs" of the colleges and universities. The value of higher education comes from increasing the knowledge of students, improving employment opportunities, discovering new knowledge through research and providing a

wide variety of public services that improve the quality of life. Little is known in South Carolina about the productivity of colleges and universities in terms of these results. Also, little information is available about the status of students entering college, the progress of students through the system, or their achievement when they complete their educations. Many students appear to be engaged in developmental education but almost nothing is known about the extent, cost or success of this component of the system.

Admission Standards

Most people support the notion that access to higher education be provided to all who might benefit from the experience. Before the 1960's, strict entrance standards served as the criteria by which many institutions determined who might benefit from higher education. As such standards were reduced in response to "open access" policies, students themselves began to make decisions about college entrance, based primarily on whether the perceived benefits of attending college warranted the investment of time and money required. Today, state policy makers try to find an appropriate balance between high institutional entrance standards and student access in an attempt to improve the quality of the higher education system.

Our sense is that, with the exception of the universities, entrance standards for public colleges in South Carolina are low and porous; that is, exceptions can be made to fit almost any circumstance. Many institutions use a combination of SAT scores and high school grades to predict college performance, but the need to maintain enrollments, in order to assure institutional fiscal stability, has all but eroded the notion of entrance standards. At the state level, very little is known about the number of

applicants who apply to college, their qualifications, the number of people who are accepted and how they differ from the pool of applicants, or how well students do once accepted. There is a high rate of attrition between freshman and sophomore years, although little is known about the causes of that attrition.

The Commission recommended that students entering college in 1988 meet certain prerequisites in terms of high school course completion, with differentiation between the academic and technical colleges' requirements. At the same time, the state will be requiring high school students to meet certain competency standards in order to obtain a diploma. These are laudable steps that will probably improve the quality of students attending South Carolina's colleges and universities. We believe, however, that more can be done to assure that colleges serve students effectively.

Currently, no state requirements pertain to continuation in or graduation from college. Colleges develop their own policies to monitor whether students make appropriate progress toward graduation and to assure that degrees are valued as indicators of a certain level of student capability. Within institutions and across programs, there is a great deal of variation in requirements for entrance, continuation and graduation. People are concerned about how well students do in college although much of this concern focuses on low entrance standards. There is also concern about students attending private colleges and receiving state support through the Tuition Grants Program without having to meet any academic standards to receive such support.

Developmental Education

One consequence of improving access to higher education by lowering admission standards is the large number of students who cannot participate in certain academic courses without first engaging in developmental education to overcome deficiencies. Little is known about the extent of remedial needs, what the best approach to developmental education is, or how much developmental education costs. So far, policy makers around the country grapple with policy issues associated with developmental education with marginal success. Issues such as who should pay for developmental education, how much of it should be offered on college campuses, and whether credit should be given for developmental course completion remain largely unresolved.

We find scant knowledge about the extent of developmental education in South Carolina's colleges and universities. Our visits to campuses reveal that many developmental education services are being provided. Both the quality of the programs (in terms of such factors as assessment of students, course content, support services and success rate) and the resolution of such policy issues as credit for developmental courses and payment for them vary considerably among institutions. We visited a number of campuses, particularly technical colleges, where the provision of developmental education is well organized, has strong support, and is successful. On other campuses we found little recognition of the problem and an unwillingness to deal with it. While we assume that the success of the Education Improvement Act, new high school graduation requirements and suggested prerequisites for college admission will alleviate the amount of developmental education, we

suspect that there will be a need to provide such services for the foreseeable future. Given that assumption, we feel that the Commission needs to gain more control of the issue, obtain more information about the extent of developmental education, and develop statewide policies to guide what the colleges and universities do about it.

Graduate Education and Research

We noted previously that the extent of graduate education and research is limited among South Carolina's colleges and universities as compared to other states or particular institutions in those states. Most of the graduate education activities in the state focus on education and business, programs that have been popular in recent years and that are relatively inexpensive to provide. Because businesses and schools are dispersed throughout the state, it is reasonable for appropriate graduate programs to be distributed widely. Other more expensive graduate programs in engineering, science and medicine are developing slowly as are the capacity to undertake research in those areas and the ability to draw into the state research support funds from outside agencies such as the federal government. We noted in our campus visits that almost every academic college is preparing to increase the extent of graduate programs in an attempt to attract new clientele and new funds. Much of this activity is in low cost programs but some is in high cost areas. Some of this activity builds on institutional strength at the undergraduate level while some of it appears to have a weak undergraduate base. Current state policies do not encourage the expansion of graduate education in areas of particular interest to the state; they also do not assure that state support for research is effectively used to build the

kind of institutional base required to attract research dollars in the future.

Unnecessary Duplication

We reviewed program duplication issues and conclude that little unnecessary duplication exists. We did, however, find that what unnecessary duplication there is exists in those places where technical colleges and academic institutions are located in proximity to one another. We know that both types of institutions offer what can be called "general education" courses, such as English and introductory mathematics. Discussions with staff of the State Board for Technical and Comprehensive Education indicate their desire to increase the volume of general education courses offered by technical colleges because they believe that tomorrow's workers will need these skills to cope with a rapidly changing job market.

We find a great deal of animosity and suspicion among neighboring technical colleges and academic institutions that detracts from their ability to work with one another. Procedures to facilitate transfer between institutions need to be improved; while there do not appear to be many people transferring, we suspect that low numbers reflect, at least in part, the difficulty of the procedure. Our feeling is that the technical colleges and academic colleges need to differentiate themselves carefully and improve relations with one another, particularly when they are in proximity.

Relations Between the Public and Private Sectors

States recognize the importance of private colleges and seek ways to aid the private sector by allocating state support, by involving private institutions in statewide planning, and by utilizing the resources of private colleges to meet state needs. South Carolina is a leader in providing funds to private colleges primarily through the Tuition Grants Program. However, we find that the private colleges are not involved in statewide planning activities on a continuing basis and know little about the Commission or its work. The Commission, for its part, does not seek out the private institutions or encourage them to find ways to meet state needs. What interaction occurs between public and private institutions is done voluntarily and depends entirely on the interests of particular institutions in specific cases. Further, we find the structure of the Tuition Grants Program to be unusual in having no relationship to the Commission. Money for the program is requested from the General Assembly and distributed to students attending private colleges by a Tuition Grants Committee consisting almost entirely of representatives of private colleges. There is no relationship between state support for public and state support for private institutions.

CHAPTER IV. A FRAMEWORK FOR IMPROVEMENT

The prior chapters described the study process, reviewed the South Carolina context, examined the relationship between higher education and the state, and focused on the strengths and weaknesses of the higher education system in South Carolina. Before presenting our recommendations, this chapter sets out a general framework for organizing them.

Three basic principles guide this study. First, we seek to discover the key areas that will contribute most to the improvement of state policy for higher education. During the course of our work, a lengthy list of particulars occurred to us and were pointed out by knowledgeable observers. It was not our goal to examine every possible issue and offer a specific solution. Rather, we sought to fit the particulars together into larger patterns and to examine those patterns for their implications for state policy. We believe that state policy for higher education should:

- be informed by good information and professional analysis;
- be made in the context of what is best for the state as a whole;
- be determined by lay citizens;
- emerge from a public policy process understood and accepted by policy makers at all levels;
- be focused on a few important issues at a time.

Second, our focus is on state policy. Although we visited a large proportion of the campuses in the state, it was with the intent of learning how state-level activities might be improved rather than assessing campus actions. We are keenly aware that the core activities of this study are at

the periphery of the essence of higher education, that is, the learning of students, the conduct of research, and related academic activities. Yet we also understand that what goes on in Columbia has a direct bearing on how well the essence of the enterprise is accomplished. We have tried to maintain this perspective throughout the course of this study.

Third, we are interested in the future. It is necessary to appreciate the past and to understand the present but that is not sufficient. The anticipation of the future must be the central focus for policy makers. We educate for tomorrow. We must also plan for tomorrow. We do so by studying our past and examining our present in order to improve our future.

During our study we learned a great deal about South Carolina - its people, economy, political structure, geography, and institutions of higher education. We are impressed with the quality of life, dedicated leadership, and talented professionals that we observed in every part of the state. The image of a sleepy southern backwater cannot survive an encounter with the current realities. We feel the changes taking place and see the need for additional changes. We sense that our brief sojourn is part of a larger movement over a longer period of time to make South Carolina a leader in creating a better society for all of its citizens. Higher education plays an important role in that movement.

The current system of higher education has a number of characteristics that should be preserved and enhanced. In Chapter III we made particular note of eight strengths:

- access to the system
- links between education and economic development
- the Commission's formula funding and program review processes
- the quality of individuals in the system
- faculty salaries
- the extent of the physical plant
- support for private colleges
- continuing desegregation activities

In Chapter III we also noted a number of weaknesses:

- state leadership
- legislative interference
- structure and organization of the CHE
- statewide planning for higher education
- quality assessment
- unclear and confusing admission standards
- developmental education policies
- graduate education and research
- overlapping offerings in lower division general education
- state relationships with private colleges

Our response to the areas that need strengthening is organized into two chapters, one on the assessment and improvement of the quality of higher education services provided and one on strengthening the Commission on Higher Education. Within each of these areas we make several recommendations designed to improve public policy toward higher education and address the weaknesses we observed. Where we have sufficient data we have made specific recommendations. In other cases we have outlined a more general approach to the issue.

Improving Quality

The current concern about quality stems from a variety of sources, including:

- national evidence that 60 percent of entering students in community colleges, 35 percent in regional institutions, and 10 percent in universities need more preparation;
- steadily declining scores on standardized examinations;
- employers' experiences with college graduates who cannot perform simple language and mathematical tasks correctly;
- the suspicion that funds appropriated for higher education are not being used effectively;
- damaging anecdotes about the lax treatment of special classes of students, athletes especially.

The Southern Regional Education Board sums up current attitudes succinctly:

> The evidence invites public skepticism concerning the quality of higher education, and suggests that colleges and universities may be awarding degrees to students who do not possess even basic academic skills. College-level testing programs of sophomores and juniors have shown that large numbers of students are not able - especially on the first try - to pass low level tests of basic skills and knowledge. Pre-professional tests required by some states for entrance into certain upper-division undergraduate programs indicate that many students have inadequate basic skills. Teacher certification tests reveal that many college graduates lack minimum competencies. And, increasing numbers of employers complain that the communication and computation skills of college graduates are deficient. The knowledge that many of the students who failed these tests have received passing grades and, in many cases, a baccalaureate degree is disquieting. [1]

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1. "Access to Quality Undergraduate Education," A Report to the Southern Regional Education Board by Its Commission For Educational Quality. Atlanta: SREB, 1985, p. 5.

The concerns about quality are important because higher education, more so than other publicly supplied services, depends for its support on a widely shared belief in its intrinsic value. As long as obtaining a college degree meant the achievement of a standard that was widely understood and appreciated and, furthermore, implied a lifetime of steady work for a good salary, then families and governments willingly made financial commitments to it. These links, while traditionally strong, were never clear; that is, people held strong positive beliefs without being able to articulate the basis for those beliefs. In the last decade the links weakened as people began to question both the value of a college degree and the effect on standards of our drive toward universal higher education. This questioning attitude prompted state-level concerns about who goes to college, how much it costs, what is learned, and how college graduates perform after leaving campus. Legislators and governors, reflecting the unease of their constituents, want to be assured that their investment in higher education is worthwhile now and will pay dividends in the future. These elected political leaders are also looking at higher education in new ways, trying to figure out, for example, how the teaching and research capacity of colleges and universities might be made to serve the economic development needs of the state.

These concerns have propelled policy makers in many states to expand current or adopt new approaches to stimulate the improvement of quality in higher education. Three of the most important approaches are reviewed below.

Program Review

A recent study noted three trends in program review: (1) an expansion of state higher education board activity and/or authority in program reviews and approvals; (2) more comprehensive and systematic review procedures; and (3) closer integration of existing program reviews into the planning and budgeting activities of many of the state boards.[2] Among the reasons given for the expansion of state-level activity in program review and approval are concerns about academic quality and the desire for greater accountability.

State-level reviews are conducted according to two general approaches: the state boards share the responsibility for review with the institutions, or they assume the major responsibility for conducting the review. Illinois, Idaho, New Mexico, California, Oregon and Ohio are examples of states that share review responsibilities with institutions. For their part, the state boards conduct special or lateral reviews of the same discipline or clusters of disciplines across all institutions.

Louisiana provides an interesting example of how program review affects allocations. In the mid-1970s, the Louisiana Board of Regents embarked on a process of program review to improve quality and increase financial efficiency. The Board required institutions, through self-study, to assess their programs' qualitative and quantitative dimensions (students, faculty, library, and other resources). If, as a result, the institution terminated a program, the Board permitted it to retain the funds that had been allocated

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2. Robert J. Barak, "State Level Academic Program Review and Approval: 1984 Update," Denver, CO: State Higher Education Executive Officers, 1984, p. 5.

for that program. This approach provides an incentive for an institution to prune its own programs and reallocate resources.

In Missouri, program review has become part of the budget component and the former enrollment model for budgeting has been abandoned. The intention of the coordinating board is to provide an incentive for institutions to reallocate funds based on program review findings and to improve quality by concentrating funding in deserving programs. Enrollment figures no longer drive the funding formula.

Resource Allocation

Several methods are used by different states to stimulate general and restricted quality improvement efforts. The major categories, with examples, are listed below.

Incentive/Performance Funding. As practiced in Tennessee, the state coordinating agency, after considerable consultation with public colleges and universities, uses five criteria to assess the performance of colleges and universities. Points are awarded for each criterion successfully met; points are then cashed in for additional state funds, amounting to a maximum of five percent of an institution's budget.

Excellence Funding. Some states, like New Hampshire, have recently created merit scholarship programs designed to retain their best students at in-state colleges and universities. Other states, like Connecticut, Florida, Ohio, Tennessee, and Virginia, focus excellence funding on "Centers of Excellence" within colleges. Some, such as Florida, Texas, and Virginia, have created matching programs to endow faculty chairs. Virginia provides

competitive grants designed to encourage locally designed quality enhancement projects at its campuses.

Financial Deregulation. While not typically thought of as a mechanism for enhancing quality, the provision of greater fiscal flexibility for individual institutions is being used to give campus management more discretion to respond to quality, access, and efficiency issues. Differing approaches are being tried in Colorado, Connecticut, Kentucky, and Minnesota.

Enhancing Student Performance

Better prepared students, more stringent admissions standards, remedial/developmental education, and outcomes and value-added assessments are all major issues currently being addressed in higher education. The focus is on students: the quality of students graduating from high school, admissions standards for students at various types of institutions, the need for academic skill development, and methods of assessing student performance. Examples of the activities recently undertaken around the country are cited below.

Improving the Postsecondary-Secondary Education Relationship. The Ohio public higher education system is offering placement tests in math and English to college-bound high school juniors in order to identify remediation needs while the students still have an opportunity to correct them in high school. In a related area, the Commission on Articulation Between Secondary Education and Ohio Colleges was created and charged with developing a college preparatory curriculum that clearly defines expectations for entering students. Rhode Island, Tennessee, and New York are engaged in similar

articulation efforts.

Admissions Standards. Although in the past "access" seemed to imply "open access," today it means "qualified access." Admission standards are becoming more stringent and not everyone can gain access to every institution. Colorado, Idaho, Mississippi, Nevada, and Tennessee, to name just a few, are working on increasing standards of admission.

Remedial Education. While the need for providing remedial education remains strong, states are attempting to take action to eliminate the future need for remedial programs, to shift the burden of remedial programs and to redefine the place of remedial education in the college curriculum. Ohio, with its high school testing program, is attempting to eliminate the need for remedial programs at the college level. Tennessee is studying the role of community colleges in providing remedial education. Florida does not grant college credit for remedial courses.

Assessment. Assessment might well be the key word for the next several years. Assessment is taking place at all intervals in a college student's academic career. Some, like New Jersey's Basic Skills Test, provide mechanisms for placing students into appropriate levels of study. Others, like those in Georgia and Florida, require students to pass a skills test before they can matriculate as upper division students. Arkansas, New Jersey, the University of Minnesota, and the California State College system are considering similar examinations.

"Value-added" is an important issue in assessment today. Value-added assessments attempt to measure the impact of education on the student through

comparisons of test results at the beginning and at the end of a student's career. The state coordinating board in Tennessee encourages value-added testing as part of its performance funding incentives, while the governing board in South Dakota requires such testing. In Colorado, the legislature has established the Higher Education Accountability Program which will penalize public institutions that do not set up programs to assess and improve students' learning in college. Maryland and New Jersey are among several other states considering similar requirements. Many individual institutions have already adopted value-added testing. Northeast Missouri State University has long provided the model of institutional use of value-added testing. Rhode Island College uses value-added testing primarily as a tool for improving the curriculum.

As the examples above illustrate, there are three dimensions of quality that are important when considering state-level policy options: (1) quality should be discussed in relation to some clearly defined activity, function, or unit; (2) quality presumes some standard of judgment that is somewhat relative (for example, programs are of higher or lower quality) and may include both objective and subjective measures; and (3) informed professional groups or individuals are entrusted to make judgments about quality.

Assessments of quality from the perspective of the state are immediately faced with serious questions about the appropriateness of state involvement. American higher education has a long tradition of substantial institutional autonomy (including self-review and professional accreditation), especially in academic affairs. Principles of individual faculty authority and academic freedom provide a foundation for such views which are buttressed by collegial

and professional faculty governance patterns. This buffer against the short term pressure of public opinion and market demands serves higher education well. Colleges and universities have developed a capacity for self-improvement, and changes initiated by the local faculty often seem to "take" better than those imposed from external authorities. Faculties, however, have not concerned themselves with reporting to external bodies on how well they and their students are doing.

Currently the arguments favoring state-level involvement in assessing academic quality are growing stronger and include the need to balance access and quality goals; the need to harness higher education's ability to create human resources in support of economic development; the need to expend public resources in the most effective manner; and the need to be assured that higher education is properly meeting student and state needs.

In South Carolina, we identified a number of state agency activities that suggest a concern for and commitment to the improvement of quality in the state's colleges and universities. These include the procedure and process for new program approval and existing program review, and the recently approved course prerequisites for applicants to senior institutions. We did not find a well articulated rationale for why quality improvement efforts were important from the state point of view. Such a rationale would be helpful in linking specific quality activities to broader goals and in convincing the legislature that it should support quality initiatives.

Strengthening the Commission on Higher Education

In the previous chapter, we noted several important contributions to higher education and the state that have been made by the Commission on Higher Education. These include the formulation of a statewide master plan for higher education, the development and routine use of the state funding formula, the introduction and consistent implementation of the program review process, and the creation and carrying out of the desegregation plan. These are major successes for a state higher education coordinating agency. In spite of these successes, many South Carolinians interviewed for this study argued in favor of a statewide governing board whose chief executive officer would have the ability to "get results" in such politically sensitive areas as the control of new program offerings, the perceived duplication of existing programs, and the merger and closure of institutions.

Our study team considered the question of the appropriate governance structure for South Carolina.[3] In the early discussions, there was some sentiment in favor of a single statewide governing board as the best method for controlling program growth, eliminating duplication, and insuring accountability. Others pointed out that governing boards have had no greater success than coordinating boards on these issues. It was argued that a strengthened coordinating board was better suited to South Carolina because of the history of higher education in the state, as well as a coordinating agency's inherent advantages of not having daily management responsibilities

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3. In Chapter II we noted the distinctions between a governing board and a coordinating board.

for a statewide system and being able to make more objective policy recommendations to elected political leaders.

In the end, we agreed that recommending a governing board structure was too radical a move at this time. If, however, the state fails to strengthen the coordinating board or if the coordinating board fails to provide leadership for the betterment of the system as a whole, then the question of abolishing the state coordinating board and the individual institutional governing boards should be re-examined. As one of our members noted, once a governing board has been established there has never been a case of its being abolished. We do not believe that South Carolina needs to take this final step at this time. Rather, our recommendations build on the increasing success of the current coordinating board by focusing on ways to strengthen it.

In our view, an effective coordinating board is:

- the sole agency charged with taking a statewide perspective on all higher education issues;
- the focal point for the debate of state-level policy alternatives within the higher education community;
- the single most comprehensive repository of information about higher education in the state;
- the state's leader in planning for the orderly development of all aspects of higher education;
- a resource that elected policy leaders can rely on for timely information and analysis;
- known for its participatory decision making processes, willingness to share information, and ability to conduct unbiased analysis;
- adequately staffed with high quality professionals to carry out its assigned responsibilities;

- able to make difficult decisions in the long term interests of the state as a whole without bending to temporal political pressures.

One of the keys to an effective coordinating board is strong and steady support from the legislature. In South Carolina, lack of this support has seriously hampered the Commission on Higher Education's effectiveness. We believe that the attributes of an effective state coordinating board cited above can be realized in South Carolina if the legislature is willing to exercise restraint in its actions by referring policy issues to the Commission on Higher Education. In Chapter VI we make specific recommendations to accomplish this.

There is a related area that we were not specifically asked to address but that is relevant to this discussion, and that is the long history of political involvement in higher education policy making. One example is the custom of having elected political leaders sit as ex officio members of institutional governing boards. In our view, this constitutes a conflict of interest that ought to be eliminated.

Another key to an effective board is strong leadership. The chief executive officer of the board must be a widely respected leader, knowledgeable of both higher education and its political context, actively engaged in setting and accomplishing the state agenda relative to higher education, willing to work closely with diverse constituencies from the capitol and the campus, and sensitive to the constraints inherent in the position. Such leadership should be able to anticipate and prepare for emerging issues, keep Commission members focused on the larger policy issues, and deal effectively with campus and political leaders.

CHAPTER V. RECOMMENDATIONS TO IMPROVE THE QUALITY OF HIGHER EDUCATION IN SOUTH CAROLINA

Our recommendations to improve quality focus on two distinct aspects: first, the assessment of the quality of collegiate education; second, state-level policies for improving quality. Not much is known by state policy makers about the quality of collegiate education. While there are some actions that should be deferred until better information is available, there are numerous others, recommended below, that could be undertaken in the near future.

Assessing the Quality of Collegiate Education

Recommendation 1. The Commission on Higher Education should make the assessment of the quality of higher education a major objective for the coming years. As a first step, the Commission, in cooperation with the state's colleges and universities, should define quality. Second, the Commission should identify the major components of an academic plan and require each public institution to develop such a plan. Third, institutions should create their own procedures for assessing academic performance. Finally, drawing on institutional efforts, the Commission should develop its own procedures for a statewide assessment of quality.

The Commission should spearhead a strategic planning effort in the academic area which provides a clear rationale for academic quality improvement, identifies key areas for improvement (probably differentiated by two-year, senior, and university institutions), and strategies for addressing them. The Commission should provide for extensive involvement of faculty and administrators from each segment of higher education. The Commission should establish a definite timetable for this effort and produce an annual report

to the public.

As part of this effort, the Commission and its staff need to reassess the nature of their role in quality improvement, the areas of institutional concern on which they choose to focus and the state's activities or strategies through which they will promote quality. While coordinating boards can play many roles, the ones most appropriate for the South Carolina Commission appear to be: (1) providing a proactive leadership role which promotes the need for academic quality both with the institutions and with other state constituencies; (2) mandating standards; (3) encouraging a variety of approaches to quality improvement; (4) providing general guidance through coordination; (5) providing incentives to foster improvement initiatives; and (6) monitoring, assessing and evaluating system quality.

There are a variety of methodological problems in assessing the quality of education provided to diverse students in widely varying types of colleges and universities. There is fear that overly simplistic measures might result in punitive actions that will not serve to improve quality or may be inappropriately linked to funding decisions. There remains, however, the clearly justifiable concern on the part of state policy makers about how good a job publicly supported colleges and universities are doing. In South Carolina, more attention needs to be given to this question. In doing so, two objectives should be kept in mind: (1) assessment should provide information to the institution on which to improve curriculum, student learning, and faculty development; and (2) assessment should provide

information to state policy makers on which to base judgments about the effectiveness of the state's investment in higher education.

The systematic assessment of quality at the state level is a new endeavor among state higher education agencies. While a variety of approaches are being tried in Florida, Mississippi, Missouri, Tennessee, South Dakota, and other states, no single approach can be expected to emerge as "the correct answer." In fact, given our current level of knowledge, we would urge that multiple measures be used to assess the quality of higher education services offered on the campuses. Virginia's approach is worth emulating. The 1985 Virginia General Assembly directed the state's Council of Higher Education to conduct a study "to investigate means by which student achievement may be measured to assure the citizens of Virginia the continuing high quality of higher education in the Commonwealth."[1] The Council's report calls for public colleges and universities to establish procedures and programs to measure student achievement, test students with marginal academic skills, and place them in appropriate remedial programs, and report to the governor, General Assembly, Council, and public. It also calls for an advisory committee to the Council on Higher Education to "be established to develop guidelines for designing good assessment programs, to assist the institutions on request to develop the programs, and to advise the Council on progress in this area."[2]

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1. "The Measurement of Student Achievement and the Assurance of Quality in Virginia Higher Education," Draft Report of the State Council of Higher Education for Virginia, December 1985, p. 4

2. Ibid., p. 29.

To start this effort, a number of questions need to asked. The Commission should work closely with campus representatives to formulate a few basic questions that begin to get at the notion of quality. For example,

- How skilled are our students when they are admitted?
- How much do our students learn while they are enrolled?
- How well do they perform when they leave us?

The campuses can then begin to address these questions, each in its own way, and share the approaches and results with the Commission. Campus groups are likely to ask a host of related questions, such as

- What does quality mean for my type of college or university?
- How can we measure quality or indicate its presence?
- How should these measures or indicators be collected and analyzed?
- Who should interpret the measurement results?
- How should the results be presented to state-level policy makers?

Attempts to answer these questions on the campus will yield valuable results in arriving at appropriate definitions of quality, methods of measuring quality, and institutional information on how well students are learning. These efforts will also require interpreting the results to state-level policy makers in understandable terms.

Faculty members have shown a good deal of resistance to the notion of external measurements of students' learning. We, however, agree with one faculty member who writes:

> The business and industrial world that provides the capital on which we exist and which hires most of our graduates is thinking quality assurance and will expect us to do the same. We should not use the wall of academic freedom to shield low standards and ineffective instruction. We should use the current national interest in quality as an opportunity to assure standards and improve instruction. This can be done consistent with the best of academic tradition and practice, particularly if we include the general procedures historically associated with "external or third party examiners." [3]

The Commission's role, at least initially, should be to organize the process that develops the state-level questions, provide for extensive involvement of campus representatives, and make available to the campuses external experts in quality assessment. As a second phase, the Commission should provide for the exchange of information among campuses about the various approaches being undertaken and the success achieved. Eventually, perhaps in four or five years, the Commission should begin to assemble the best approaches and devise a more standardized method of assessment and reporting, perhaps using different approaches for different types of institutions but continuing to address the same basic questions regardless of assessment approach.

We do not suggest that this effort replace the Commission's current program review procedures. Rather, as quality indicators are developed and implemented, we would hope that the findings of program reviews would be blended with and be reinforced by the findings of quality assessments.

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3. John Harris, "Assessing Outcomes in Higher Education: Practical Suggestions for Getting Started," Washington, D.C.: American Association of Higher Education, 1985, p. 53.

The current program review processes for new and existing programs might be strengthened as follows: (1) seeking the advice of external experts for new program reviews, particularly at the graduate level; (2) giving greater emphasis to follow-up reviews of new programs; (3) giving greater weight to statewide needs in the review of existing programs; and (4) using program review ratings to build a profile of the quality of an institution's faculty, students, libraries, computers, facilities and support services.

Improving the Quality of Collegiate Education

While it is important to begin the development of information about the quality of the state's collegiate education, that effort should not forestall current action to improve quality. One of the fundamental keys to improving quality is to upgrade the ability of entering students. We strongly support the state's recent efforts to improve its elementary and secondary schools. Pre-collegiate preparation determines, to a large degree, a student's ability to handle the speed and depth of a strong collegiate curriculum. We believe that the time is right for the state to build on its elementary/secondary improvement efforts by launching similar efforts to improve its higher education system. We suggest below the major items that should appear on that agenda.

Before doing so, however, it is worthwhile to consider the inherent tension between access and quality. Many observers have feared that the recent emphasis on quality will lead to diminished access. Students who were previously denied access because of race, sex, or cost might now be denied access through the insidious use of academic barriers. We believe that while increased academic standards are needed, access must be preserved. We share the hope of many South Carolinians that the Education Improvement Act of 1984 will result in a general increase in the ability of public high school graduates to meet more rigorous college standards. We urge, however, that this situation be carefully monitored over the next ten years to ascertain the reality. During at least the next decade, South Carolina's colleges and universities will continue to receive students whose college abilities are undeveloped. We believe that these students should be assisted to meet the

standards rather than adjusting the standards to meet their current performance level.

Recommendation 2. The Commission on Higher Education should set minimal college and university entrance criteria. These criteria should be differentiated among three groups of institutions: (1) Clemson University, the Medical University and the University of South Carolina at Columbia; (2) four-year public colleges and all other campuses of the University of South Carolina; and (3) the technical colleges.

The exact nature of the criteria should be set by the Commission on Higher Education after thorough discussions with the state's public institutions. We would suggest that, in addition to the course prerequisites already approved by the Commission, some attention be devoted to the potential use of a minimum reading level requirement.

In order not to discriminate against students already nearing completion of their secondary school careers, we would support an approach that establishes modest standards at the outset, implements them three years after approval, and gradually tightens them over time, perhaps five years. In this way, prospective students will become familiar with the idea of meeting basic standards and will have adequate time to prepare themselves.

Institutions should have some flexibility in meeting the statewide standards. They should be able to set higher standards for their institution or for particular programs or schools. They should also be allowed to admit a specified percentage of students who do not meet the minimal criteria. At the outset this percentage should be fairly high, say 15-20%, and gradually reduced over 5-10 years to a permanent level, say 3-5%.

Recommendation 3. The Commission on Higher Education should develop and implement criteria for assessing students' readiness for upper division study. Students should meet such criteria in order to: (1) enter the upper division of a public institution; (2) transfer lower division course credits between institutions; and (3) be eligible to receive student financial aid under the Tuition Grants Program as an upper division student enrolled in a private college.

As students move through their collegiate careers they are frequently evaluated and provided feedback on how well they are doing. This aids students in understanding the progress they are making and also provides the basis for determining students' readiness to move on to a higher level of study. This process is complicated by two factors: (1) there are no widely accepted criteria for evaluating a student's overall work; and (2) students frequently move from one institution to another. These two factors make it difficult to assess a student's readiness for a higher level of study. Standardized examinations provide one method of evaluating students against a common yardstick. At the point of admissions, tests like the Scholastic Aptitude Test are used by colleges to assist in their evaluation of students from a variety of secondary school backgrounds. Similarly, there are standardized tests used by graduate schools to screen students from a variety of undergraduate colleges.

We suggest that the Commission on Higher Education explore the utility of using a standardized test of academic skills for all students wishing to matriculate as juniors. Such a test, like the "rising junior" examinations used in Florida and Georgia, would be used to ensure that all students entering the upper division have an acceptable level of basic academic skills. Students unable to demonstrate acceptable skill levels would be required to concentrate on improving their skills before attempting upper

division work.

The same examination could also be used for transfer purposes. Currently, every receiving college or university is expected to evaluate hundreds of different courses in order to estimate the adequacy of preparation of transfer applicants. To simplify this onerous task, many colleges adopt general, and often arbitrary, transfer policies that work to the detriment of individual students. We would suggest an alternative approach, namely, that any student who can demonstrate the appropriate skill level on a standardized examination should have all of his or her general education courses transferred to the accepting college.

Finally, this same approach could be used to provide some accountability for the state's investment in students who elect to attend a private college in South Carolina. The Commission on Higher Education should consider requiring recipients of Tuition Grants to demonstrate the same level of skills required of public sector students as a criterion for continuing their eligibility for state student assistance.

Recommendation 4. The Commission on Higher Education should establish statewide developmental education policies that would guide the provision and funding of academic activities at less than the freshman level. No degree credit should be awarded for developmental work.

Developmental, sometimes called remedial, education refers to that set of activities required of a student who is admitted yet needs to acquire greater skills in order to benefit from college level work. Upgrading of basic academic skills is more than a matter of offering a few "bonehead" courses. It requires careful assessment of the beginning student's skills, development of an appropriately integrated strategy for improving skills, close monitoring and frequent feedback on student progress, and, in the end, an overall assessment of readiness for the regular college curriculum.

Based on our review of South Carolina's higher education system, we believe that the primary responsibility for providing developmental education should reside with the technical colleges. Technical colleges have already accepted this mission and are doing an excellent job of improving students' academic skills. We recommend that four-year colleges and universities phase out their general developmental activities over the next five years, and thereafter refer prospective students with developmental needs to the nearest technical college.

Regardless of location, no credit should be given for developmental work. This work, by definition, is not college level in nature and should carry no credit toward a degree.

Recommendation 5. Approval of new graduate programs by the Commission should be based on two primary factors: (1) the Commission's assessment of the state, regional, and national need for new programs; and (2) the existence of strong undergraduate and graduate programs in the same and closely related areas. All high cost graduate degree programs should be concentrated in the three universities. No new doctoral programs should be approved outside of the three universities.

As part of the planning process, Commission staff should gather information on the current and potential demands for graduate and undergraduate education opportunities in various regions of the state. This information, coupled with the Commission's knowledge of state-level priorities and probable levels of financial support, will allow the setting of priorities by the Commission. This, in turn, will provide individual institutions that perceive a possible educational need to learn quickly where their interest fits in relation to the Commission's overall plans for the development of higher education in the state. It will also allow the Commission to request that an institution or group of institutions begin planning to extend their offerings into an area of need identified by the Commission.

The first test of an institutional initiative to develop a new program is determining the potential need. The second test is determining the expected quality of the proposed program. Before any college or university is permitted to extend its educational offerings to a higher degree level, it should be able to demonstrate that its current offerings in the same and related fields are of better than average quality. The normal first step in this demonstration would be to receive a strong endorsement from the

Commission's program review team when they visit the campus. The second step would be to have an out-of-state expert in the proposed field review the new program prospectus and provide advice to both the campus and the Commission. Finally, the Commission staff, in cooperation with the institution and the external consultant should project the fiscal impact of adding the new program. When each of these elements - need, program review, an external consultant's recommendations, and a fiscal impact statement - is completed, the Commission staff should prepare its recommendation to the Commission that summarizes these areas and requests Commission action.

At the doctoral level of education, the needs for significant breadth and depth of faculty, library, laboratory and other support services outweigh the argument that educational opportunities must be geographically spread around the state. While we have supported the geographic dispersion argument at the undergraduate level, we do not support a similar extension to the doctoral level. Here there needs to be a concentration of resources that are mutually reinforcing, conducive to research, and focused on intellectual inquiry at the edge of new knowledge.

Non-doctoral graduate education is somewhat different. It seems sensible to us that high cost master's and professional graduate programs should be concentrated in the universities where many of the same faculty, facilities, and support services that support doctoral work can be used. On the other hand, master's and professional programs that do not require extensive and expensive laboratory, computer, or library support could be reasonably offered at locations other than the three universities if there is adequate demand and if the faculty members are appropriately qualified.

Recommendation 6. The Commission on Higher Education should work toward improving interinstitutional cooperation through the encouragement of such efforts as a common postsecondary academic calendar and establishment of interinstitutional advisory groups to promote research, faculty and student exchanges, complementary graduate program offerings, and international study opportunities. In the case of technical and academic colleges located near one another, the technical college should only provide those academic courses required of all technical college students or those courses designed as non-transfer courses to support a specific technological emphasis.

A common postsecondary academic calendar would facilitate the movement of students from one institution to another. Students are known for the frequency with which their plans change as they mature and are exposed to new possibilities. The state's system of higher education should recognize that students' shifts in plans often mean a shift in institution. We found that transfer among institutions is particularly difficult in South Carolina and needs to be made easier. There is currently as much transfer activity from the public senior institutions to the technical colleges as there is in the reverse direction. A common academic calendar, coupled with our earlier recommendation for a skills assessment prior to the junior year, would help to facilitate the movement of students throughout the system.

Another area of interinstitutional cooperation is joint advisory boards to the Commission on Higher Education. It is unreasonable to expect that the state agency staff will embody expertise in every conceivable disciplinary area within higher education. The Commission's current program review process reflects this understanding and is a cost effective means of utilizing expert talent on an "as needed" basis. We recommend that a similar approach be used in those complex and expensive areas that are rapidly

changing and therefore require more frequent attention than an occasional program review provides. Two such areas came to our attention during our study: medicine and engineering.

In medicine, the public policy decisions surrounding the creation of a second medical school have been made and do not need to be reexamined here. The activities of the two medical schools do need to be coordinated so that the state is assured that the health training it supports meets its needs and is done in the most effective manner. We were encouraged by the cooperative attitudes expressed by the leadership of the medical schools and the range of cooperative activities currently under way. The present Joint Health and Medical Education Board has made significant progress in the areas of cooperative activity and enrollment caps.

In engineering, a profession undergoing rapid change and enjoying current growth, there will be a continuing need to reassess state priorities, coordinate the development of the state's two graduate engineering schools, and determine the best means of meeting the growing needs for graduate and continuing education for engineers in all regions of the state. In this area we would recommend that the Commission establish an advisory board made up of representatives of each institution having an engineering degree program and charge it to provide advice to the Commission in such areas as the projections of statewide needs, strategies for effectively meeting those needs, improvements in interinstitutional cooperation, joint research projects, the establishment of new programs, and the like. As a means of balancing perspectives, we would suggest that an engineering educator/consultant from outside South Carolina be added to the Advisory

Committee.

The only general case of unnecessary duplication that we found concerned the provision of general education courses at academic colleges and technical colleges in the same geographic locations. While we heard the argument that this was necessary because the nature and abilities of the students differ, we are unconvinced. Because of the volume of students involved, we can accept the fact that basic courses such as freshman English and introductory mathematics will be needed at both places. Other general education courses, however, do not generate the demand to justify faculty and support services at both institutions. Such courses, except when designed as non-transfer courses to support a specific technological emphasis, should be offered at both sites only by the faculty of academic institutions.

Recommendation 7. The Commission on Higher Education should seek additional state funding, beyond the matching funds currently provided in the formula, in order to expand the research capacity of the state's universities. The Commission should allocate some of these funds to support endowed faculty chairs and some through a competitive grant process designed to stimulate research or research capacity in areas of specific state interest.

In the world of higher education, South Carolina's universities are relative newcomers to the high stakes game of attracting large research projects, both government and private. While good progress is being made, we believe that the state should be doing more if it wishes to build first class universities and attract high technology industry.

First of all, we would continue the current formula structure that provides a 25% boost to the outside research dollars attracted by a particular campus. These funds provide adequate general support for research

on the state's campuses. We recommend adding two programs designed to enhance the capacity of the universities to attract and conduct research.

First, in order to attract top flight scholars, we suggest the establishment of twenty endowed chairs to be filled by distinguished scholars. Each chair should be backed by a minimum of $1 million, half contributed by the state and half by private sources. If phased in over five years, such a program would cost the state $2 million per year for five years but would continue to benefit the state for many years thereafter. The Commission on Higher Education should receive the state funds, set the criteria for the program, establish application cycles and distribute the funds when a university attracts the matching amount from private sources.

The second initiative we recommend is the establishment of a competitive grant program designed to stimulate research in areas of particular interest to the state. Under such a program, the Commission on Higher Education would work with other state agencies to establish an agenda of priority research interests. This agenda would be distributed to the universities with the request that proposals for undertaking the research be made to the Commission on Higher Education. Proposals would be made in two phases: (a) preliminary proposals that outlined a research idea, estimated time and cost, and suggested outcomes; and (2) for successful preliminary proposals, full scale proposals that detailed the nature of the research, the people involved, the connections to other research, the importance of the research to the field and to South Carolina, and a detailed budget. Grants would be made from one to three years and would be non-renewable. If the program were funded at $500,000, a number of significant grants could be made in the first year.

Recommendation 8. The Commission on Higher Education should request that the General Assembly establish a program to distribute funds to support the improvement of higher education. The program should be administered by the Commission.

Like the research fund, this quality fund should be competitive in nature but, unlike the research fund, it should be open to all public and private colleges and universities. The quality fund should have two major thrusts: (1) it should encourage colleges and universities to experiment with new techniques to improve the quality of learning; and (2) it should require that recipients of quality funds share their findings with all other colleges and universities in the state.

If funded at $750,000 per year, the quality fund should be able to support ten to fifteen projects designed to upgrade the quality of higher education in the state.

Recommendation 9. The Commission on Higher Education should request that the General Assembly establish a scholarship program designed to identify and recognize South Carolina's brightest students and to encourage them to enroll in the state's colleges and universities. The program should be administered by the Commission on Higher Education.

It is important to recognize the academic achievement of the state's best students and make extra efforts to attract them to South Carolina's colleges and universities. There is no reason why the effort made to identify and attract outstanding athletes should not be matched on the academic side. A merit scholarship program would be a step in this direction. The program could make a minimal award to recipients who do not demonstrate financial need and larger awards, up to full tuition, as

financial need increases.

If the average award were $1000 and acceptances totaled two percent of a high school graduating class, the cost of the program would equal approximately $750,000. The program could be administered by the colleges under regulations issued by the Commission on Higher Education.

CHAPTER VI. RECOMMENDATIONS FOR STRENGTHENING THE COMMISSION ON HIGHER EDUCATION

A state higher education coordinating agency is asked to play a difficult role. It is asked to guide the overall development of colleges and universities without intruding into the daily management affairs of any campus. It is asked to represent the interests of the higher education community before the legislature without becoming embroiled in politics. It is asked to be objective and unbiased in an arena that thrives on bias and subjectivity. To respond successfully to these expectations, a state coordinating agency must emphasize integrity, openness, and participatory decision-making while articulating its vision of higher education's future.

In Chapter IV we outlined the characteristics of an effective coordinating board. In this chapter we focus on the specific recommendations to increase the effectiveness of South Carolina's Commission on Higher Education. Our recommendations cover the Commission's leadership role in guiding the future development of higher education, its role in statewide planning for higher education, its relationships with public and private colleges in the state, and its legal structure. Within each of these areas we suggest specific changes.

Recommendation 10. The Commission on Higher Education should work to increase its visibility among policy makers and citizens in a variety of ways, including:

1) **expecting the Commission's staff director to be a leading spokesperson for higher education in the state;**
2) **publishing more and better information about higher education, particularly for prospective students; and**
3) **increasing contact with the colleges and universities.**

Higher education must compete for resources and policy attention with

all other state services. Having a recognized spokesperson for statewide issues provides higher education with a competitive edge. A single spokesperson can cultivate close working relationships with key policy makers and develop consistent policy positions over time. The Commission's staff director is the logical person to fulfill this role since, unlike the Commission's lay chairman, he or she devotes full-time to these duties and is expected to be a higher education policy expert.

Like any other enterprise, public or private, higher education needs to advertise, not in the sense of creating artificial demand through media blitzes, but in the sense of ensuring that those who can potentially benefit from it are aware of the opportunities available to them. This includes not only students, but also businesses that benefit from training programs and research activities and public agencies that might utilize the research and analytic skills of faculty experts. One of the responsibilities of a coordinating board is to undertake this kind of activity.

In addition, because of the information it routinely collects, a state-level coordinating board is in an excellent position to assist state policy makers and citizens. Many of the questions typically asked can be anticipated and responded to in a variety of ways. One example for policy makers might be a periodic newsletter that could include facts on how South Carolina compares to other states on such topics as tuition levels, student financial aid, participation rates, standardized test performance information, and retention of students. A newsletter could also be used to summarize important issues and distribute comparative information about colleges and universities within South Carolina. An example for the general

public might be a publication that describes each of South Carolina's colleges and universities and explains the general requirements for going to college, how much college costs, where to get financial aid, and where certain programs are available.

Recommendation 11. The Commission's authorizing legislation should be amended to give the Commission sole responsibility and final authority to approve new programs and terminate existing programs.

The Commission on Higher Education is the appropriate state-level locus of responsibility for the important task of assuring that statewide needs are effectively met through a coordinated set of program offerings. The current statutory loophole allowing the legislature to make such decisions is not only poor public policy but also undermines the legitimacy of the state agency charged with making such decisions.

It is understood that the legislature retains the capability to correct any grievous error that a state agency makes. There is no need for the legislature to single out the Commission's program approval and termination authority for special treatment.

Recommendation 12. The Commission on Higher Education should make planning a major function.

An essential reason for having a state-level coordinating board is to guide the overall development of a higher education system in such a way as to meet the goals of the state in the most efficient and effective manner. Successful accomplishment of this task requires planning. Members of the

Commission on Higher Education should be adamant in their insistence that the planning responsibilities of the coordinating board remain a visible priority of the professional staff, and that planning products be the routine basis for making policy decisions. This might be accomplished by making a planning perspective a major criterion for hiring the new staff director, and by creating a deputy director for planning with planning activities as the sole assignment.

We recommend that the reference point of the Commission's new approach to planning be a brief statement of the goals for higher education. We have in mind a statement such as the one contained in the 1979 Master Plan (pages 31-33). This statement becomes the guide for planning activities and is given meaning through the policy decisions made by the Commission, which in turn are based on the information collection and issue analysis undertaken by professional staff.

Recommendation 13. Once each year, the Commission's staff director should prepare a review of the accomplishments of the prior year, brief the Commission on emerging issues and recommend an agenda of major activities for the coming year. The Commission should develop a thorough, statewide information base and use it to analyze planning issues, identify strengths and weaknesses of the higher education system and monitor improvement efforts. The Commission should identify important emerging issues. As part of this effort, the Commission should assess the need for postsecondary education opportunities throughout the state and invite appropriate colleges and universities to respond to the identified needs.

In lieu of a ponderous master plan that may or may not prove adequate to navigate the shifting currents of society, we recommend an annual statement by the staff director that reaffirms the state's goals, evaluates progress toward them, identifies major issues scheduled for resolution, and highlights

emerging issues. This document can serve multiple purposes: (1) it can be the Commission's annual report on higher education to the governor, legislature, and public; (2) it can establish the Commission's working agenda for the coming year; (3) it can serve as a guide to institutional leaders about what issues are important at the state-level; (4) it can be a handy, up-to-date reference for state-policy makers; and (5) it can be the basis for providing significant information about the higher education to the general public. It is also more responsive to new issues and emphases than a master planning process that is a one-time affair, or repeated only once or twice a decade.

This annual statement should represent a "stop action" portrait of higher education. It should be based on an ongoing process of information collection, issue analysis, and participatory policy debate among higher education professionals at the campus and state-levels.

The Commission on Higher Education should be the focal point for state-level higher education policy debate within the state. To support this role, an extensive data base should be designed and constructed. Our review of the higher education system was hampered by the lack of state-level data in such areas as the quality of entering students, levels of financial need of prospective students, admissions yield information, the academic performance of various sub-groups of students, student performance on standardized examinations, and the post-college experiences of students. Such information is essential for planning the future development of the system, assessing quality, and monitoring campus efforts to improve quality.

In addition, the Commission should expand its use of the wealth of

information available through other government agencies, especially the State Data Center, in order to keep abreast of changes in national, regional, and state economics and demographics.

Commission staff should be continually alert to changes within higher education and its environment that are likely to produce significant issues at the state-level. These emerging issues should be examined for their potential importance to higher education in South Carolina and placed in a priority order. Staff should begin to track the most important issues by gathering new information, holding discussions with campus leaders, identifying how other states are reacting to these issues, designing and carrying out ad hoc studies, and, if developments warrant, briefing Commission members on the issues, describing possible state responses, suggesting the criteria on which a particular issue will be judged ready for state action and, finally, reviewing policy alternatives and making policy recommendations to the Commission.

Over the next fifteen years, continuing shifts in the state's economy and demography will place new demands on the state's higher education system. Some of these demands are emerging now; for example, the possible need for upper division and graduate course offerings in the Greenville area and expansion of collegiate offerings in the Walterboro area. The Commission on Higher Education is the appropriate agency to assess these needs and to determine, within its overall planning function, what type of response best balances the identified local needs and the overall interests of the state. It is the Commission's responsibility, not a particular institution or group of institutions, to provide leadership in the identification of gaps in

postsecondary education opportunities and to develop appropriate policy responses.

Recommendation 14. Institutional mission statements should be periodically reviewed by the Commission on Higher Education to ensure a continued fit between state-level goals and the aggregate activities of the state's colleges and universities. The Commission should also require that institutional profiles be appended to mission statements and that each college and university provide the Commission with a summary of its academic and facilities plans.

A priority planning activity is the basic review of institutional mission statements in order to assess how well the aggregate enterprise fulfills the goals including the identification of possible gaps and duplication. Our own review of the mission statements provided by the institutions concluded that they are appropriately stated and that the programs and policies of the institutions generally adhere to their missions. As usual, however, we found the wording of the mission statements to be vague and general. This is not inappropriate since mission statements are typically written to be more flexible than restrictive. As such they are a reasonable starting place but are insufficient for analyzing how well state-level goals are being addressed. A more thorough approach would be to have an institutional profile attached to the mission statement that would contain specific information on the institution's history, governance and organization, academic resources and facilities, major policies in areas like admissions and retention, programs offered, degrees conferred, students enrolled, research activities, and special attributes. These profiles, updated annually, serve to alert the state coordinating agency of shifts in emphasis within institutions. Such profiles are currently used in Alabama.

As part of an ongoing mission review cycle, each college and university should prepare an outline of its major academic and facilities plans for the coming two years and share this information with the Commission. These plans should be discussed with Commission staff and necessary adjustments negotiated in order to avert the development of unnecessary programs or facilities before substantial effort and expense have been expended.

Recommendation 15. The Commission on Higher Education should make extensive use of broad-based advisory groups as it develops policy positions.

Two such groups, the Council of Presidents of the State Institutions of Higher Learning and the Advisory Council of Private College Presidents, have already been mentioned as important groups capable of providing sound general advice to the Commission.

For more particular advice, the staff of the Commission should continue to use its advisory committees in such areas as academic affairs and business and finance. Some consideration should be given to dividing the academic affairs advisory committee into two groups, one focusing on undergraduate academic affairs and the other dealing with graduate academic affairs and research.

In addition, as issues warrant, staff should convene temporary advisory groups to provide advice on particular issues of importance to the Commission. For example, state initiatives to improve library networks or stimulate faculty development activities might benefit from such an approach. Such groups would assist the Commission staff in defining issues, identifying information needs, reviewing staff analyses, and articulating

policy options. They would cease to function as soon as the issue under consideration was resolved. While advisory groups are very helpful in critiquing possible policy approaches, all persons involved must remain aware that the Commission makes the final policy choices.

Recommendation 16. Relations between the Commission on Higher Education and South Carolina's private colleges should be strengthened in three ways:

1) **communications between the Commission and the presidents of the private colleges should be improved by having the Commission's staff director participate in meetings of the Council of Private College Presidents;**
2) **the Commission should seek ways to include the private colleges in statewide planning for higher education, particularly when the private colleges might provide services that are needed by the state; and**
3) **the Commission should have budget and policy approval authority over the Tuition Grants Program.**

The Commission's staff director should interact more frequently with the Advisory Council of Private College Presidents. This mechanism should be used to discuss public policy issues that affect the private sector and to foster mutual understanding of each other's roles.

One of the major topics that should be raised with the Advisory Council is how the private colleges fit into the state's overall plan for higher education. Other topics might include private sector participation in the information dissemination activities of the Commission and the effect of public sector policies on the private sector's ability to compete.

Another aspect of planning concerns the provision of new services around the state. When responding to new demands, the Commission should consider the capacities of private sector institutions. Such approaches as contracting for services with private colleges or inviting bids for the provision of services to a particular geographic area or in a particular

disciplinary area might prove cost efficient.

Finally, a coordinating board cannot legitimately claim to be statewide when major higher education policies are implemented outside of its jurisdiction. The Tuition Grant Program is one such policy. In our view, this program should operate under the Commission on Higher Education, including the review and approval of the program's policies and funding requests prior to legislative action. In this way, the Commission on Higher Education will be better able to coordinate the funding of and represent the interests of the entire higher education system before the legislature.

Recommendation 17. The Commission's staff director should work closely with the Council of Presidents of State Institutions of Higher Learning and encourage the Council to serve as a forum for the identification and discussion of state-level higher education policy issues.

The Council of Presidents of State Institutions of Higher Learning is provided for in Section 59-103-40 of the Code of Laws of South Carolina. Its potential as a forum for exchanging perspectives on the major issues confronting higher education is unrealized because the Commission's staff director does not participate in Council meetings. This is one of several mechanisms a coordinating board can use to identify and discuss emerging issues, foster mutual understanding, and lay the groundwork for a working consensus on important policy directions. While we recognize the need for members of the Council to arrive at their own policy positions without leadership from the Commission, it is important that presidents have an opportunity to discuss issues with the Commission's staff director.

Recommendation 18. The Commission on Higher Education should invite the State Board of Education and the State Board for Technical and Comprehensive Education to form a liaison committee to examine issues of common concern such as admission standards, developmental education, teacher preparation and certification, and transfer policies.

These three state-level boards - each concerned with major segments of education - should have a routine method of meeting to discuss items of mutual interest and keep each other apprised of policy changes under discussion. To the best of our knowledge, there is no formal mechanism for such discussions. Key board members and staff should have an opportunity to meet, perhaps once a year, and discuss education policy issues, particularly those issues that are of concern to two or more of the boards.

Recommendation 19. Members of Commission on Higher Education should be appointed by the governor with the consent of the General Assembly. Members of the Commission should serve for six years. Commission members should be thoroughly oriented to their public policy role and provided periodic seminars designed to keep them up-to-date on current issues.

Of the eighteen members, one should be a appointed from each of the state's congressional districts and the remainder should be appointed at-large. The first key to ensuring that lay members understand the statewide nature of their appointments is to have a membership selection process that emphasizes from the beginning that Commission members should take a statewide perspective. Placing the appointing power with a statewide official - the governor - emphasizes this perspective as does broadening the legislative consent to the full General Assembly.

The current four year terms result in one-half of the Commission being eligible for replacement every two years. This rate of turnover hampers the smooth functioning of a lay commission. A term of six years, very common across the nation, would have one-third of the members eligible for replacement every two years, a proportion much more conducive to stable decision-making processes yet not requiring excessively long terms.

To reinforce the statewide nature of their appointments, new Commission members should be provided an orientation session of perhaps one to two days that would emphasize the following major aspects of their role:

- that the statewide perspective supersedes the local or regional perspective;
- that the Commission is responsible for guiding the orderly development of higher education on a statewide basis and is not charged with managing the day-to-day affairs of any institution of higher education or even the day-to-day affairs of the Commission staff;
- that the Commission's focus must remain on major policy issues affecting higher education generally rather than issues affecting only a few campuses;
- that the role of lay Commission members is to make informed policy decisions based on the advice and analysis of professional staff.

Such an orientation session might include discussions with outside experts as well as briefings by professional staff on such topics as how the Commission operates, the ongoing planning process, the nature of the budget process, key issues to be faced in the coming months, staff organization and responsibilities, appropriate relations between Commission members and those with whom they must interact (other Commission members, staff, institutional

leaders, elected political leaders, media representatives, faculty and students), and how to use available information.

This orientation session should be reinforced periodically (once a year perhaps) with seminars for all members designed to keep them up-to-date on current issues as well as to review operating procedures as necessary. Such sessions might be held in conjunction with regular Commission meetings and feature a scholar or distinguished practitioner who has special expertise in the session's topic.

Recommendation 20. The Commission's "Rules and Procedures" should be amended to specify the relations between Commission members and Commission staff and to provide staff the authority to make operational decisions within approved Commission guidelines.

Management of staff time is the responsibility of the staff director. Commission members should refrain from making direct assignments to staff. The Commission's "Rules and Procedures" should specify the appropriate procedures for responding to a Commission member's need for information or analysis concerning a particular issue.

Commission members should focus on debating and deciding broad policy issues and refrain from making operational decisions flowing from the policies they have approved. Staff should be entrusted with the authority to exercise their professional judgment in carrying out Commission policies without the necessity of seeking Commission approval for those judgments.

Recommendation 21. The title of the Commission's staff director should be changed to Commissioner of Higher Education.

The coordinating board's chief executive officer occupies a position akin to that of the chief executives of individual colleges and universities. The position's title should recognize the crucial role played by the coordinating board staff director in blending myriad competing forces into a unified system serving the needs of the state. Indiana is an example of a state with a coordinating board known as a Commission and headed by a Commissioner of Higher Education.

In order to distinguish the chief of staff from the publicly appointed members of the Commission, the members should be referred to as "Commission members" and not "Commissioners".

Recommendation 22. Commission staff members should bring a variety of prior experiences to their Commission responsibilities. High level administrative experience on a college or university campus should be represented among senior staff.

A coordinating board staff is called on to conduct a wide variety of studies and make policy recommendations in areas as diverse as academic programming (at all levels and in all disciplines) and facilities priorities. Their decisions have both direct and indirect effects on public and private campuses across the state. Because of this, their fundamental statewide perspective needs to be leavened with a sensitivity to the campus milieu. Such a leavening can be provided by ensuring that at least some of

the key professional staff have held senior positions on a college or university campus.

The recommendations in this chapter and Chapter V will affect higher education in South Carolina in a number of ways. Some of them require additional state funding. Our feeling is that a small increase in the current funding level is sufficient to initiate some of the changes we recommend. While it would be difficult to specify, we believe that some of the recommendations will save money in the future and will certainly improve the effectiveness of state support. Strengthening the Commission on Higher Education will require the addition of staff to support our recommendations in the areas of quality assessment, planning, and information collection.

APPENDIX A. BACKGROUND INFORMATION ABOUT THE AVA TEAM, CAMPUSES VISITED AND PEOPLE INTERVIEWED

The first part of this appendix contains information about AVA's team members, including current position, academic credentials and a few indicators of their experience. AVA has a small central staff augmented by a national network of policy experts. For this project, the AVA team consisted of 19 people, four from AVA, five members of the Advisory Panel and ten experts on particular issues or topics. All are from outside of South Carolina. Thirteen team members hold doctorates. Three have served as college or university presidents and three have served as the directors of agencies with statewide responsibility for higher education (two with a coordinating board and one with a governing board).

The second part of this appendix indicates the institutions we visited and when the visits took place. During the course of the study, we talked with people who represented every public academic college or university, seven of the technical colleges and 14 private colleges. In most cases, we conducted interviews on college campuses although in some cases we met people elsewhere for convenience. In some cases, we met several different people from one institution or different team members met with the same institutional representative on different occasions. Interviews were usually conducted by two members of the AVA team; on several occasions, two pairs of team members would be in the state so that more than one college could be visited simultaneously.

The third part of this appendix contains the names of the people we interviewed and their institutional affiliation. Potential interviewees were

selected on the basis of position held and reputation. We were unable to interview every individual we wanted to because of scheduling difficulties. We interviewed many people who had served or currently serve on the Commission on Higher Education. We also interviewed a number of state business leaders and political leaders. We talked with a variety of state agency directors. On the campuses we talked with presidents, finance officers and academic officers. We also interviewed several institutional board members. In all, 108 people were interviewed at least once.

Background Information About AVA Team Members

AVA Staff

Dr. John Augenblick, partner

- B.A., Massachusetts Institute of Technology; M.A., Columbia University; Ed.D., University of Rochester
- Experience: Director, Education Finance Center, Education Commission of the States; Research Director, New Jersey Commission on Financing Postsecondary Education

Ms. Elizabeth Cox, research assistant

- B.A., Purdue University; graduate student, School of Education, Denver University

Ms. Mary Flanigan, research assistant

- B.A., Indiana University; graduate student, Graduate School of Public Affairs, University of Colorado at Denver

Dr. Gordon Van de Water, partner

- B.A., St. Lawrence University; M.P.A., University of Michigan; M.A. and Ph.D., Syracuse University
- Experience: Policy Analyst, Education Finance Center, Education Commission of the States; Director, Office of Special Programs, New Jersey Department of Higher Education; Research Associate, Educational Policy Research Center, Syracuse University; campus administrator, State University of New York

Advisory Panel Members

Dr. Vernon Crawford, retired Chancellor, University System of Georgia

- B.A., Mount Allsion University; M.Sc., Dalhousie University; Ph.D., University of Virginia
- Experience: Acting Dean, Vice-President for Academic Affairs, Acting President, Director of the School of Physics and Professor, Georgia Institute of Technology; Research Associate and Head of the Physics Branch, Georgia Tech Engineering Experiment Station

Dr. John Folger, Director, Center for Education Policy, Vanderbilt University

- A.B., Emory University; M.A. and Ph.D., University of North Carolina
- Experience: Associate Executive Director, Education Commission of the States; Executive Director of the Tennessee Higher Education Coordinating Commission; Dean, Graduate School, Florida State University

Dr. Lyman Glenny, Professor Emeritus, University of California at Berkeley

- B.A., University of Minnesota at Duluth; M.A., University of Colorado; Ph.D., University of Iowa
- Experience: Director, Center for Research and Development in Higher Education, University of California at Berkeley; Executive Director, Illinois Board of Higher Education; widely published author, consultant and frequent speaker on issues in higher education

Dr. Lionel Newsom, Distinguished Scholar, United Negro College Fund

- B.A., Lincoln University; M.A., University of Michigan; Ph.D., Washington University
- Experience: President, Central State University; President, Johnson C. Smith University; President, Barber-Scotia College; Professor, Morehouse College

Dr. Samuel R. Spencer, Jr., President, Virginia Foundation for Independent Colleges

- A.B., Davidson College; M.A. and Ph.D., Harvard University
- Experience: President, Davidson College; President, Mary Baldwin College; Dean of Students, Assistant to the President and Professor, Davidson College

Issue Experts

Dr. Robert Berdahl, Director, Institute for Research in Higher and Adult Education, University of Maryland

- B.A., University of California, Los Angeles; M.A., University of California at Berkeley; M.Sc., London School of Economics; Ph.D., University of California at Berkeley
- Experience: Professor of Higher Education, State University of New York, Buffalo; Senior Fellow, Carnegie Council on Policy Studies in Higher Education; Director, Study of Statewide Coordination of Higher Education, American Council on Education; author of numerous articles, reports and books dealing with the organization, governance and structure of higher education

Dr. Paul Brinkman, Senior Associate, National Center for Higher Education Management Systems (NCHEMS)

- B.A., St. John's University; M.A., Duquesne University; Ph.D., University of Arizona
- Experience: Director of Planning and Program Development, College of St. Benedict; experience in development of higher education indicators, comparative data analysis, and cost estimation techniques

Mr. Robert Broughton, retired Vice-President for Business-Finance and Treasurer, Colorado College

- B.A., Denison University
- Experience: Staff Associate and Assistant Treasurer, The American Council on Education; Assistant Treasurer, Baldwin-Wallace College

Mr. John E. Clute, Senior Vice-President and General Counsel, Boise Cascade Corporation

- B.A., Gonzaga University, J.D., Gonzaga University Law School
- Experience: Chairman, Idaho Task Force on Higher Education; Chairman, Board of Trustees, Gonzaga University

Dr. Patricia Crosson, Associate Professor of Higher Education, University of Pittsburgh

- B.A., Smith College; M.Ed. and Ed.D., University of Massachusetts
- Experience: Director, Institute for Higher Education, University of Pittsburgh; Assistant to the Chancellor, University of Maryland; Associate to the Vice-President for Academic Affairs, Assistant to the Associate Provost and Assistant to the Associate Dean for Special Projects for the School of Education, University of Massachusetts

Dr. Cameron Fincher, Director, Center for the Study of Higher Education, University of Georgia

- B.A., Georgia State University, M.A., University of Minnesota; Ph.D., Ohio State University
- Experience: Director, Institute of Higher Education, University of Georgia; Director of Testing and Counseling, Georgia State University

Mr. John W. Frazer, Executive Director, Council of Independent Kentucky Colleges and Universities

- B.A., Centre College of Kentucky; M.A., University of Kentucky
- Experience: President, Kentucky Independent College Foundation; Registrar and General Secretary, Centre College of Kentucky; member, Board of Directors, National Association of Independent Colleges and Universities; Chairman, Advisory Committee to the College Commission of the Southern Association of Colleges and Schools

Mr. Felix Joyner, Vice-President for Finance, University of North Carolina

- A.B., Berea College
- Experience: Commissioner of Finance, Commissioner of Personnel, Special Assistant to the Governor, State of Kentucky

Dr. Marvin W. Peterson, Director, Center for the Study of Higher Education, University of Michigan

- B.S., Trinity College; M.B.A., Harvard University; Ph.D., University of Michigan
- Experience: Chair, Division of Higher and Adult Continuing Education, University of Michigan; Assistant Dean, Harvard Graduate School of Business Administration; President, Association for the Study of Higher Education; author of numerous articles and reports on organizational and administrative behavior and institutional research and planning in higher education

Dr. Richard C. Richardson, Professor of Education, Arizona State University

- B.S., Castleton State College; M.A., Michigan State University; Ph.D., University of Texas
- Experience: Chair, Department of Higher Education, Arizona State University; President, Northampton County Area Community College; Dean of Instruction, Forest Park Community College; Dean of Student Personnel Services, Meramec Community College; Adjunct Professor, Pennsylvania State University; author of numerous publications on the financing, organization and mission of community colleges

Institutions Visited

Public Senior Institutions

Clemson University, July 23, August 27, October 7

College of Charleston, August 27, October 7

Francis Marion College, August 26

Lander College, August 14

Medical University of South Carolina, August 26, September 10

South Carolina State College, August 27-29, September 10-11

The Citadel, July 26, August 26, September 13

University of South Carolina-Aiken, October 7

University of South Carolina-Coastal Carolina, August 26

University of South Carolina-Columbia, July 24-25, August 30, September 10-11, October 7

University of South Carolina-Spartanburg, September 13

Winthrop College, August 27-28

Two-Year Campuses of the University of South Carolina

University of South Carolina-Beaufort, August 29, September 23

University of South Carolina-Lancaster, September 23

University of South Carolina-Salkehatchie, August 26, August 28

University of South Carolina-Sumter, August 27, September 23

University of South Carolina-Union, September 23

Technical Colleges

Beaufort Technical College, August 29

Denmark Technical College, August 26, August 28-29

Greenville Technical College, September 12, October 7

Midlands Technical College, August 28, September 23

Sumter Area Technical College, September 23

Tri-County Technical College, September 23

Williamsburg Technical College, August 26-27

Private Senior Institutions

Allen University, August 16

Claflin College, August 15

Coker College, August 15

Columbia Bible College, August 15

Columbia College, August 16

Converse College, August 13

Furman University, August 14

Limestone College, August 13

Morris College, July 25

Newberry College, August 14

Presbyterian College, August 14

Voorhees College, August 15

Wofford College, July 23

Private Two-Year Colleges

Spartanburg Methodist College, September 23

People Interviewed

Ms. Hiller Abernathy, Director, Academic Skills and Development Center, USC

Dr. Robert E. Alexander, Chancellor, USC-Aiken

Mr. Jack Anderson, Dean, USC-Sumter

Dr. Wallace Anderson, retired Vice-President for Academic Affairs, The Citadel

Dr. John R. Arnold, Dean, USC-Lancaster

Dr. Richard Atkinson, Dean of Instruction, Williamsburg Technical College

Mr. Gayle O. Averyt, Chairman, Colonial Life Insurance

Dr. Thomas E. Barton, Jr., President, Greenville Technical College

Mr. Louis P. Batson, Jr., Chairman, Board of Trustees, Clemson University

Mr. Joe E. Berry, Chairman, State College Board of Trustees

Dr. John M. Bevan, Executive Director, Charleston Higher Education Consortium

Dr. Gordon Blackwell, retired President, Furman University

Mr. John Boatwright, Board Vice-Chairman, Bankers Trust of South Carolina

Dr. Francis T. Borkowski, Executive Vice-President and Provost, USC

Dr. James E. Bostic, member, Board of Trustees, Clemson University; former Chairman, Commission on Higher Education

Mr. Leon Brunson, Business Manager, Denmark Technical College

Dr. Carl Carpenter, Vice-President for Academic Affairs, South Carolina State College

The Honorable Harry Chapman, former Chairman, Senate Education Committee

Dr. Carl A. Clayton, Dean, USC-Salkehatchie

Dr. Walter T. Cox, Interim President, Clemson University

Mr. Bernard A. Daetwyler, retired Vice-President for Business and Finance, USC

The Honorable Michael R. Daniel, Lieutenant Governor

Dr. James Daniels, President, Coker College

Mr. John Davidson, Vice-President for Finance, Columbia Bible College

Dr. Keith Davis, past Vice-President of Academic Affairs and Provost, USC

Dr. Kenneth L. Davis, Jr., Dean, USC-Union

Dr. Marianna Davis, Acting President, Denmark Technical College

The Honorable Rembert C. Dennis, Chairman, Senate Finance Committee

Dr. Robert W. Denton, Senior Vice-President for Business and Finance, USC

Mr. G. William Dudley, Executive Director, State Board for Technical and Comprehensive Education

Dr. John Duffy, System Vice-President for University Campuses and Continuing Education, USC

Mr. Clarence Edwards, Senior Vice-President, Litchfield Company

Dr. James B. Edwards, President, Medical University of South Carolina; former Governor of South Carolina

Dr. Robert C. Edwards, retired President, Clemson University

The Honorable T.W. Edwards, State Representative

Mr. Walter Elisha, President and Chief Executive Officer, Springs Industries

Dr. Paul Fidler, Director, University Career Center, USC

Dr. George D. Fields, Jr., President, Spartanburg Methodist College

Mr. Alester G. Furman III, President, Furman Company; former member, Commission on Higher Education

Mr. Robert O. Gallager, Vice-Chairman, Commission on Higher Education

The Honorable T. Edmond Garrison, Chairman, Senate Education Commitee

Dr. Donald Garrison, President, Tri-County Technical College

Mr. Roosevelt Gilliam, Jr., member, Commission on Higher Education

Mr. George Goldsmith, President, Beaufort Technical College

Dr. Charles W. Gould, Business Manager, Beaufort Technical College

Mr. Robert E. Graham, member, Commission on Higher Education

Mr. Wade A. Green, Special Assistant to the President for Public Affairs, Clemson University

General James A. Grimsley, Jr., President, The Citadel

Mr. Caldwell C. Guy, Jr., President, RSI Corporation

Dr. James B. Holderman, President, University of South Carolina

Mr. Jasper T. Hiers, III, President, American Mutual Fire Insurance Company

Mr. James L. Hudgins, President, Sumter Area Technical College

Dr. J. O'Neal Humphries, Dean of the Medical School, USC

Dr. Victor Hurst, retired Vice-President for Academic Affairs, Clemson University

Dr. Larry Jackson, President, Lander College

Mr. Harold W. Jacobs, member, Commission on Higher Education

Dr. Charles J. Jennett, Dean of the College of Engineering, Clemson University

Dr. John E. Johns, President, Furman University

Mr. I.S. Leevy Johnson, Chairman, South Carolina State College Board of Trustees

Mr. W.W. Johnson, Board Chairman and Chief Executive Officer, Bankers Trust of South Carolina

The Honorable Harriet Keyserling, State Representative

The Honorable Edwin Lake, State Representative

Mr. Philip Lader, President, Winthrop College

Mr. Hugh Lane, Executive Vice-President, Citizens & Southern National Bank of South Carolina

Dr. Joab M. Lesesne, Jr., President, Wofford College

The Honorable Phil P. Leventis, State Senator

Dr. Thomas Lisk, Acting Associate Dean of Academic Affairs, USC-Sumter

Mr. John N. Lumpkin, Sr., Attorney; former member, Commission on Higher Education

Dr. Jacquelyn Mattfeld, Provost and Dean of Faculty, College of Charleston

Dr. W. David Maxwell, Vice-President for Academic Affairs and Provost, Clemson University

Mr. Paul W. McAlister, member, Board of Trustees, Clemson University; former member, Commission on Higher Education

Mr. Lacy McLean, Executive Director, South Carolina Council of Private Colleges

Mr. Dennis Merrill, Vice-President for Instruction, York Technical College

Mr. Buck Mickel, President, Daniels International Corporation

Dr. Elinor S. Miller, Vice-Chancellor for Academic Affairs, USC-Coastal Carolina

Dr. William Moran, Vice-President for Academic Affairs, Francis Marion College

Dr. James A. Morris, Professor Emeritus, USC; former South Carolina Commissioner of Higher Education

Dr. James R. Morris, President, Midlands Technical College

Dr. M. Maceo Nance, President, South Carolina State College

Dr. W. Marcus Newberry, Vice-President for Academic Affairs, Medical University of South Carolina

Mr. John Norton, education writer, The State newspaper

Mr. William Page, Executive Vice-President, U.S. Shelter Corporation

Dr. W.H. Patterson, retired President, University of South Carolina

Dr. Terry Peterson, Director, Education Division, Office of the Governor

The Honorable Lewis Phillips, State Representative

Mr. William T. Putnam, Executive Director, State Budget and Control Board

Dr. Miriam Rawl, Dean and Vice-President for Academic Affairs, Columbia College

Dr. Jerome T. Reel, Jr., Vice-Provost for Undergraduate Studies, Clemson University

Mr. Jim Roberts, Budget Director, Clemson University

Dr. Luns C. Richardson, President, Morris College

Mr. Robert Thompson, Springs Industries

Dr. Olin B. Sansbury, Chancellor, USC-Spartanburg

Mr. Burton R. Schools, President, Piggly Wiggly Carolina Company

The Honorable Nikki G. Setzler, State Senator

Mr. Fred R. Sheheen, Chairman, Commission on Higher Education

Dr. C. Michael Smith, Vice-President for Academic Affairs and Dean of Faculty, Winthrop College

Dr. R. Cathcart Smith, former Chairman, Commission on Higher Education

Mr. Mortimer F. Smith, member, Commission of Higher Education

Mr. Tony Snell, Governor, South Carolina Student Legislature

Mr. Arthur M. Swanson, retired Executive Vice President, First National Bank of of South Carolina; former Chairman, Commission on Higher Education

Dr. Ron Tuttle, Dean, USC-Beaufort

Mr. Chris Vlahoplus, Executive Vice President for Administration and Secretary, Board of Trustees, USC

The Honorable James M. Waddell, Jr., State Senator

Mr. John D. Waugh, Dean of Engineering, USC

Dr. Robert F. Williams, member, Commission on Higher Education

Dr. Charlie G. Williams, State Superintendent of Education

Dr. Louis Wright, former member, Commission on Higher Education

Mr. Robert L. Wynn, III, member, Commission on Higher Education

APPENDIX B. THE DEMOGRAPHIC, ECONOMIC AND HIGHER EDUCATION CONTEXT OF SOUTH CAROLINA [1]

Demographic and Economic Trends

Population Growth

As shown in Table B-1, South Carolina's population is relatively small compared to other states in its region. Only Arkansas, Mississippi and West Virginia, among the states in the South [2], have fewer people; South Carolina's population is about 54 percent of North Carolina's and about 57 percent of Georgia's. Between 1970 and 1980, the state's population grew by nearly 20 percent, far above the overall rate of growth of the United States, similar to growth in the South, far more than population changes in the Northeast or Midwest and slightly below growth in the West. In the past, South Carolina's population had been increasing at about the same rate as Georgia's and North Carolina's; however, projections to the year 2000 suggest that South Carolina will grow at a higher rate than those states. The proportion of the total population that is most likely to attend college, those people between 18 and

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1. Information used in this appendix is based on numerous sources, including the United States Census Bureau, the National Institute of Education, the Advisory Commission on Intergovernmental Relations, The National Conference of State Legislatures, the College Board, the Southern Regional Education Board (SREB) the South Carolina Chamber of Commerce, the South Carolina Commission on Higher Education, the South Carolina State Budget and Control Board, the South Carolina Department of Education, the State Board for Technical and Comprehensive Education, and the South Carolina Employment Security Commission.

2. For the purposes of discussing demography, we use the Census Bureau's designation of four national regions: Northeast, South, Midwest and West; note that the South includes Alabama, Arkansas, Delaware, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, Oklahoma, South Carolina, Tennessee, Texas, Virginia and West Virginia, which are not precisely the same states that are members of SREB.

Table B-1

POPULATION OF SOUTH CAROLINA COMPARED TO REGIONS
OF THE COUNTRY, GEORGIA AND NORTH CAROLINA

	Population 1983			Percent Change			
	Total (000's)	Percent		Total Population		18-24 Years Old	25-44 Years Old
		18-24 years old	25-44 years old	1970-1980	1980-2000	1980-2000	1980-2000
United States	233,981	13%	30%	11%	18%	-18%	27%
Regions							
South	79,539	13	29	20	31	-9	40
Northeast	49,519	12	29	0	-6	-37	9
Midwest	58,953	13	29	4	1	-29	10
West	45,970	13	32	24	45	2	52
States							
South Carolina	**3,264**	**14**	**30**	**20**	**25**	**-15**	**33**
North Carolina	6,082	13	30	16	17	-21	25
Georgia	5,732	13	31	19	23	-14	29

Source: Provisional Projections of the Population of the States, by Age and Sex: 1980-2000, Bureau of the Census, 1983, Series P-25, No. 937, pp. 11, 12, 18, 29, 33; Statistical Abstract of the United States, Bureau of the Census, 1985, pp. 12, 29.

44 years, is fairly consistent across the country; about 44 percent of South Carolina's population is in that age category. Between 1985 and 2000, while the nation anticipates an 18 percent decline in 18 to 24 year olds - the "traditional" college-going group, South Carolina expects a 15 percent decrease.

Within the state, population growth is expected to be highly variable, as shown in Map B-1. Berkeley, Dorchester, Horry, Lexington and Pickens counties are expected to increase their populations by over 40 percent in the next 15 years. At the same time, the populations of Abbeville, Allendale, Chester, Dillon, Fairfield, Laurens, McCormick, Newberry and Union counties are expected to increase by less than 10 percent. Regionally, significant growth is expected in three areas: the northwest corner of the state, in the area bordering Charlotte, North Carolina; in the region immediately west of Columbia; and along the coast, with the exception of Charleston and Colleton counties.

There will be a wide variation in the growth of the college-age population among South Carolina's counties during the next 15 years, as indicated in Map B-2. In Beaufort, Berkeley, Horry, Lexington, Marlboro and Pickens counties, growth is expected to exceed 20 percent, while in 20 other counties this segment of the population is expected to decline.

Income

As shown in Table B-2, South Carolina's per capita income is among the lowest in the nation. In 1983, per capita income in the state ranked forty-eighth among all states and was 77 percent of the average for the

MAP B-1

PROJECTED PERCENTAGE CHANGE IN SOUTH CAROLINA POPULATION, BY COUNTY, 1985-2000

MAP B-2

PROJECTED PERCENTAGE CHANGE IN SOUTH CAROLINA COLLEGE AGE POPULATION, 15 TO 39 YEARS, BY COUNTY, 1985-2000

Table B-2

PER CAPITA INCOME OF SOUTH CAROLINA
COMPARED TO REGIONS OF THE COUNTRY,
GEORGIA AND NORTH CAROLINA

	Per Capita Income 1983	Rank	Per Capita Income 1975	Percent Change 1975-1983	Percent of Population Below Poverty Level, 1979
United States	$11,675		$5,861	99%	12%
Regions					
South	10,700		5,954	80	15
Northeast	12,814		6,274	104	11
Midwest	11,493		5,258	119	11
West	12,368		6,265	97	11
States					
South Carolina	**8,954**	**48**	**4,665**	**92**	**17**
North Carolina	9,656	41	4,943	95	15
Georgia	10,283	36	5,029	104	17

Source: Statistical Abstract of the United States, Bureau of the Census, 1985, pp. 11, 440, 457; 1980, p. 447; and 1977, p. 31.

United States, and 84 percent of the average for the South. North Carolina's per capita income was 8 percent higher and Georgia's was 15 percent higher than South Carolina's. Between 1975 and 1983, per capita income grew by 92 percent in South Carolina; this rate of growth was well above the average for the South but lower than the U.S. average and the rates of growth in Georgia and North Carolina. South Carolina also had a larger percentage of its population living below the poverty level. In 1979, 17 percent of the state's population lived below the poverty level, as compared to 12 percent for the United States as a whole and 15 percent for the South. The relatively low income of people in South Carolina is illustrated by the income distribution of its taxpayers. In 1982, 48 percent of the state's income tax filers had gross incomes under $10,000, while 11 percent of the population had incomes over $25,000.

Within South Carolina, income levels vary geographically, as shown in Maps B-3 and B-4. In Allendale, Clarendon, Dillon, Marlboro and Williamsburg counties, per capita income was less than $6,000 in 1982. At the same time, per capita income exceeded $9,000 in Beaufort, Charleston, Greenville, Richland, Spartanburg and York counties. In 1979, less than 12 percent of the population lived in families with incomes below the poverty level in Pickens, Greenville, Union, Laurens and Lancaster counties. More than 25 percent of the population lived in families with incomes below the poverty level in Allendale, Bamberg, Clarendon, Colleton, Edgefield, Hampton, Jasper, Lee, Marion, McCormick, Orangeburg and Williamsburg counties.

MAP B-3

SOUTH CAROLINA PER CAPITA INCOME LEVEL, BY COUNTY, 1982

MAP B-4

PERCENT OF SOUTH CAROLINA POPULATION BELOW POVERTY LEVEL, BY COUNTY, 1979

Racial Composition

South Carolina has a very large minority population. In 1980, 30 percent of the state's population was black and 1 percent was other minority groups, as indicated in Table B-3. This concentration far exceeded the average of 12 percent black and 5 percent other minority for the United States, and 19 percent black and 3 percent other minority for states in the South. In 1980, nine counties in South Carolina had black populations that exceeded 50 percent of the total population, while in six counties blacks accounted for less than 20 percent of the population; in 2000, it is expected that blacks will exceed 50 percent of the population in 14 counties and be less than 20 percent of the total population in only 3 counties, as shown in Maps B-5 and B-6. By the year 2000, blacks are expected to comprise a larger proportion of the population for all age categories except those over 65 years: among those under age 15, blacks will increase from 37 to 41 percent of the population between 1980 and 2000; blacks will increase from 29 to 33 percent of the population between ages 15 and 64; however, blacks will decrease from 27 to 24 percent of those over age 65.

There is a clear link between race and income in South Carolina. All six counties with per capita incomes less than $6,000 in 1982 had populations at least 40 percent black; all seven counties with per capita incomes over $9,000 had populations less than 40 percent black. Ten of the 12 counties where blacks were over 50 percent of the population had per capita incomes less than $7,500; 13 of the 16 counties where blacks were less than 30 percent of the population had per capita incomes over $7,500.

Table B-3

RACIAL DISTRIBUTION OF SOUTH CAROLINA
COMPARED TO REGIONS OF THE COUNTRY,
GEORGIA AND NORTH CAROLINA

	Percent Black		Percent Other Minority	
	1980	1975	1980	1975
United States	12%	11%	5%	2%
Regions				
South	19	19	3	1
Northeast	10	10	4	1
Midwest	9	9	2	1
West	5	5	14	5
States				
South Carolina	30	31	1	0
North Carolina	22	22	2	1
Georgia	27	26	1	0

Source: Statistical Abstract of the United States, Bureau of the Census, 1985, p. 31; 1977, p. 31.

MAP B-5

BLACK POPULATION AS A PERCENT OF TOTAL POPULATION IN SOUTH CAROLINA, BY COUNTY, 1980

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MAP B-6

PROJECTED BLACK POPULATION AS A PERCENT OF TOTAL POPULATION IN SOUTH CAROLINA, BY COUNTY, 2000

Educational Attainment

As shown in Table B-4, the educational attainment of South Carolinians is somewhat lower than that of people in other regions of the country. About 26 percent of South Carolina's population over age 25 had one or more years of college attendance in 1980, as compared to 32 percent for the United States, 29 percent for the South, 31 percent for the Northeast, 30 percent for the Midwest and 41 percent for the West. Educational attainment varies among South Carolina's counties, as shown in Map B-7. In Aiken, Beaufort, Charleston, Dorchester, Greenville, Greenwood, Horry, Lexington, Richland and Sumter counties, more than 25 percent of those over age 25 had attended college for at least a year. In Chester, Chesterfield, Clarendon, Dillon, Lancaster, Laurens, Lee, Marion, Marlboro, Saluda, Union, Williamsburg and York counties, less than 18 percent of the population over age 25 had at least a year of college attendance.

South Carolina students also have Scholastic Aptitude Test (SAT) scores that are somewhat lower than average. In 1984, the average student taking the SAT in South Carolina (about half of all seniors in high school took the test) scored 391 on the verbal test and 424 on the mathematics test (the maximum score on each test is 800). These scores compare to a national average of 431 on the verbal test and 475 on the mathematics test. Both white and black students in South Carolina scored lower on the SAT than their counterparts in Georgia and North Carolina: in 1984, the combined score of black students from South Carolina was 653, compared to 861 for white students. Black students in both Georgia and North Carolina had combined scores of 672; white students from Georgia scored 881, while those from North

Table B-4

EDUCATIONAL ATTAINMENT OF PERSONS 25 YEARS AND OVER IN SOUTH CAROLINA COMPARED TO REGIONS OF THE COUNTRY, GEORGIA AND NORTH CAROLINA, 1980

	Percent of Population		
	4 Years or More College	1-3 Years College	4 Years High School
United States	16%	16%	35%
Regions			
South	15	14	31
Northeast	17	14	36
Midwest	15	15	39
West	19	22	34
States			
South Carolina	**13**	**13**	**27**
North Carolina	13	14	28
Georgia	15	13	28

Source: Statistical Abstract of the United States, Bureau of the Census, 1985, p. 135.

MAP B-7

PERCENT OF SOUTH CAROLINA POPULATION, 25 YEARS AND OVER, WITH SOME COLLEGE, BY COUNTY, 1980

15.1

Carolina scored 877. SAT scores of students in South Carolina have been improving over the last few years, and scores of black students have been rising more rapidly than those of white students.

Economic Changes

South Carolina's economy is in the midst of change as competition from foreign manufacturers increases, tourism expands, the service sector grows and agriculture declines. While a number of unpredictable factors such as interest rates and import restrictions affect the state's economy in a critical manner, certain changes are taking place now that are unlikely to be modified dramatically in the future. First, the textile industry is investing heavily in equipment while reducing employment in order to remain viable when, during the past decade, textile imports have risen by nearly 500 percent while exports have risen by about 50 percent. Second, tourism is expanding dramatically, providing new employment opportunities and increasing governmental tax revenues, much of which is paid by nonresidents. Third, growth in services, both professional, such as education and health, and nonprofessional, such as security and cleaning, is expected to be large as the state improves its elementary/secondary education system, demand for health care grows to meet the needs of an aging population, and leisure time and disposable income grow.

Between 1980 and 1990, South Carolina should see a 17 percent increase in employment, resulting in the addition of nearly 215,000 jobs, as shown in Table B-5. Of the total increase, about 35 percent is expected to be service workers, including food and beverage, personal, business, security and cleaning services. About 20 percent of the new jobs will be in clerical and

Table B-5

DISTRIBUTION OF TOTAL EMPLOYMENT BY MAJOR OCCUPATIONAL GROUPS IN SOUTH CAROLINA, 1980 AND PROJECTED 1990

Major Occupational Groups	1980 Employment	Percent Distribution	1990 Employment	Percent Distribution	1980-1990 Net Change	Percent Change
Total all occupations*	1,239,200	100.0%	1,453,830	100.0%	214,630	17.3%
Professional, technical and kindred	170,730	13.7	200,270	13.8	29,540	17.3
Managers and officials	94,930	7.7	116,180	8.0	21,250	22.4
Sales workers	65,760	5.3	83,170	5.7	17,410	26.5
Clerical workers	194,660	15.8	238,370	16.5	43,710	22.5
Crafts and kindred workers	165,350	13.3	179,850	12.3	14,500	8.8
Operatives	262,750	21.2	266,590	18.3	3,840	1.5
Service workers	185,020	14.9	261,020	17.9	76,000	41.1
Laborers, ex-farm	94,260	7.6	104,240	7.2	9,980	10.6
Farmers and farm workers	5,720	0.5	4,120	0.3	-1,600	-28.0

*Totals may not add due to rounding.

Source: South Carolina Industry and Occupational Projections, 1980-1990, South Carolina Employment Security Commission, July 1985, p. 26.

administrative support occupations, despite improvements in office technology. Projections call for an increase in computer operators, a need for workers with knowledge of computers and word processing systems, and a steady demand for office workers. Employment of professional, technical and kindred workers is expected to account for 14 percent of new jobs requiring substantial higher education preparation. Expansion among sales workers, crafts and kindred workers, operatives, laborers and farm workers, jobs not requiring higher education, is expected to account for about 21 percent of all new positions created by 1990.

In South Carolina, blacks differ substantially from whites in terms of their occupations. In 1982, 51 percent of all white workers were employed in "white collar" jobs while only 22 percent of blacks were employed in such jobs. Nearly 26 percent of all white workers were classified as professional/technical or managerial/administrative compared to about 9 percent of all black workers. Similarly, about 55 percent of all black workers were classified as operatives or service workers compared to 26 percent of all white workers.

State Revenues and Expenditures

South Carolina's tax capacity, its ability to generate revenue from a wide variety of tax bases, is very low. However, its tax effort, the actual tax rates applied to the various tax bases, is moderate as shown in Table B-6. In 1981, South Carolina's tax capacity ranked forty-ninth among the 50 states at a national index value of 75 (where the average for all states was 100). The state's tax capacity actually has declined in recent years, from an index level of 78 in 1975. South Carolina's tax effort is similar to

Table B-6

TAX CAPACITY AND TAX EFFORT OF
SOUTH CAROLINA COMPARED TO GEORGIA, NORTH CAROLINA,
AND THE HIGHEST AND LOWEST STATE

	Tax Capacity					Tax Effort				
	1975	1977	1979	1981	(Rank)	1975	1977	1979	1981	(Rank)
United States	100	100	100	100		100	100	100	100	
South Carolina	**78**	**78**	**77**	**75**	**(49)**	**86**	**87**	**92**	**95**	**(24)**
North Carolina	84	83	82	80	(46)	87	88	92	95	(23)
Georgia	86	85	83	81	(44)	89	90	97	97	(21)
Highest*	162	159	215	324		160	169	172	185	
Lowest*	71	71	71	75		66	62	63	62	

*Includes 50 states and District of Columbia.

Source: Significant Features of Fiscal Federalism, 1981-82, Advisory Commission on Intergovernmental Relations (ACIR), April 1983, pp. 85-136; Higher Education Financing in the 50 States, Interstate Comparisons, FY 1982, National Center for Higher Education Management Systems (NCHEMS), pp. 97-497.

Georgia's and North Carolina's, which rank only slightly higher among all states. The combination of very low tax capacity and slightly below average tax effort resulted in total tax revenues that were about 71 percent of the national average in South Carolina. It should be noted that these figures do not take into consideration the sales tax increase in 1984, which boosted South Carolina's relative tax effort.

Despite relatively low revenues from state sources, South Carolina's general spending was very close to the average for all states and to the levels of Georgia and North Carolina. This can be explained, at least in part, by South Carolina's relatively high reliance on federal funds. In 1980, the state ranked fifteenth among all states in the amount of state aid from the federal government per $1,000 of personal income; Georgia and North Carolina ranked twenty-fourth and twenty-fifth, respectively.

As shown in Table B-7, in 1982 South Carolina spent $1,030 per capita in total state general expenditures; this figure compared to a national average of $1,193 and to $1,011 for Georgia and $1,051 for North Carolina. In terms of its spending pattern, South Carolina spent 8 percent more per capita than the national average on education in general and 23 percent more per capita than the national average on higher education. Both Georgia and North Carolina spent less per capita for higher education than South Carolina. The state spent slightly more per capita on hospitals and health than the national average and much less than average on highways and public welfare.

As shown in Table B-8, South Carolina devotes a higher proportion of its budget to education, both elementary/secondary and higher education, than the national average. In 1983, South Carolina allocated 41 percent of its budget

Table B-7

PER CAPITA GENERAL EXPENDITURES
FOR SOUTH CAROLINA, COMPARED TO
GEORGIA AND NORTH CAROLINA, 1982

	United States	South Carolina	Georgia	North Carolina
General expenditure totals	$1,193	$1,030	$1,011	$1,051
Intergovernmental expenditures	437	328	326	415
Direct general expenditures	756	702	685	636
Education	456	494	434	515
Higher education	152	187	139	167
Public welfare	245	151	167	134
Hospitals	62	65	50	60
Health	37	39	42	32
Highways	111	79	154	94
Public safety	38	35	38	48
Natural resources	24	25	24	26
Government administration	34	26	23	26
General debt	40	19	12	21

Source: South Carolina Statistical Abstract, 1984, State Budget and Control Board, p. 323.

Table B-8

STATE SUPPORT FOR EDUCATION IN SOUTH CAROLINA
COMPARED TO REGIONS OF THE COUNTRY, GEORGIA
AND NORTH CAROLINA

	Elementary/Secondary				Postsecondary			
	Per $1,000 Personal Income		As a Percent of State Expenditures		Per $1,000 Personal Income		As a Percent of State Expenditures	
	1982-83	Percent Change 1978-82	1982-83	1977-78	1982-83	Percent Change 1978-82	1982-83	1977-78
United States	$22.80	-3%	35%	35%	$ 9.50	-5%	15%	14%
Regions								
South	25.50	-5	41	43	10.70	-1	18	17
Northeast	19.70	-11	28	29	7.20	-9	10	10
Midwest	19.90	-9	34	34	8.80	-7	15	15
West	27.80	19	37*	32*	10.50	-13	15*	17*
States								
South Carolina	**29.00**	**-6**	**41**	**41**	**13.80**	**-1**	**20**	**19**
North Carolina	30.00	-16	46	54	14.60	4	23	21
Georgia	25.30	9	37	32	10.00	2	15	13

*Missing Nevada.

Source: State Support for Education, 1982-83, Augenblick, Van de Water and Associates (AVA), Inc., pp. 6-9, 12-13, 20, 26.

to elementary/secondary education and 20 percent of its budget to higher education; comparable national figures were 35 percent and 15 percent, respectively. North Carolina devoted a higher proportion of its budget to education, at both levels, while Georgia devoted a lower proportion of its budget to both levels of education. In 1984, with the passage of the Education Improvement Act (EIA), South Carolina substantially increased its support for elementary/secondary education; in 1984, the EIA added over $217 million to state spending for public schools, an increase of nearly 20 percent over what would otherwise have been the level of state aid.

These demographic and economic trends suggest that there is a need for continued expansion of higher education opportunities in South Carolina in order to respond to natural population growth in certain parts of the state, to improve services in those areas where income and educational attainment have been low, to retrain workers, and to provide both vocational and academic education to people who might not have considered participating before. Much of the demand is likely to come from "nontraditional" students, those over 24 years, who may only be able to attend on a part-time basis in the evening or on weekends.

Higher Education Trends

The Number and Location of College Campuses

There are 58 institutions of higher education in South Carolina, excluding proprietary institutions. Of these, 33 are public and 25 are private. The state's colleges and universities are geographically dispersed around the state, as shown in Maps B-8 and B-9. The private colleges tend to be located in the northwestern quadrant of the state; public institutions are more evenly distributed throughout the state. The private colleges tend to be relatively small liberal arts institutions, many of which are affiliated with a specific religious denomination. The public institutions include three universities, nine four-year colleges with modest graduate programs (including three branch campuses of the University of South Carolina), five two-year branch campuses of the University of South Carolina, and 16 technical colleges offering primarily vocational-technical education at the lower division level. The state system expanded rapidly between 1957 and 1974 with the creation of the eight branch campuses of the University of South Carolina, the technical colleges, and the addition of two four-year colleges.

Relative to its population, South Carolina has a higher than average number of public campuses compared to other states of its size or to states in the South. Among the 10 states with populations between 2.5 and 4.0 million, the average number of campuses per 100,000 people is .78 as shown in Table B-9. South Carolina has about 1.01 campuses per 100,000 people.

As shown in Map B-10, South Carolina's public colleges appear to be geographically well placed, in terms of commuting distance, to deal with

Table B-13

BLACK ENROLLMENT IN BLACK INSTITUTIONS OF HIGHER EDUCATION
IN SOUTH CAROLINA COMPARED TO THE SREB REGION,
GEORGIA AND NORTH CAROLINA

	In Predominantly Black Institutions*	In Public Institutions	In Traditionally Black Institutions	
			Public	Private
United States	26%	79%	13%	24%
SREB Region	26	81	22	52
South Carolina	**39**	**72**	**18**	**45**
North Carolina	38	80	31	51
Georgia	42	63	20	64

*Includes traditionally Black institutions that are no longer over 50% Black.

Source: Higher Education Enrollment, 1982: Trends in the Nation and the South, SREB, pp. 24-55.

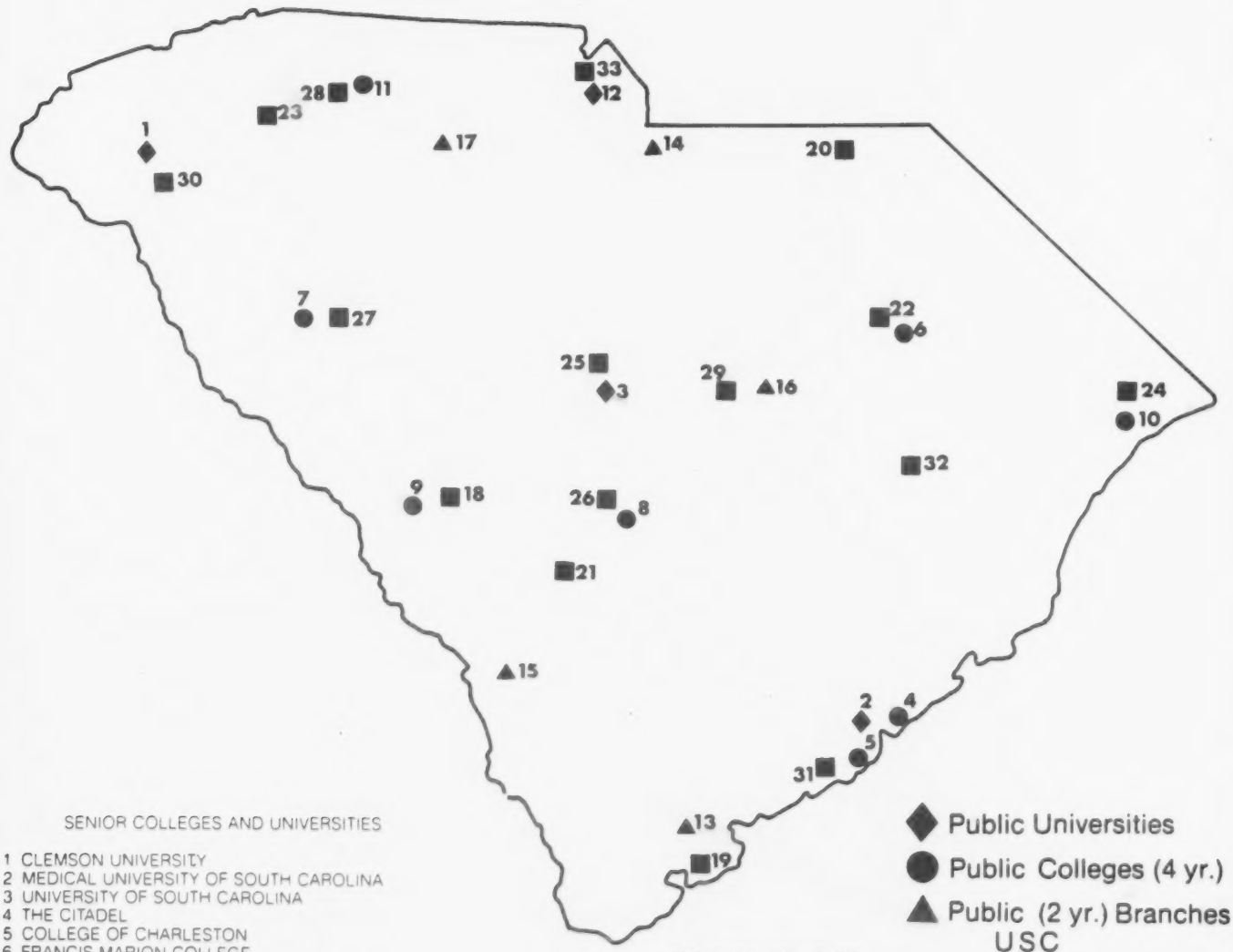
changes in the population of those most likely to attend college in 2000. However, institutions are not particularly well located to serve counties with high proportions of low income people (see Map B-11), blacks (see Map B-12), or people with low educational attainment (see Map B-13). The current distribution pattern and the relative distances between institutions do not suggest the need for adding new colleges. Rather, it may be necessary to offer outreach services from already existing campuses or to use other mechanisms, such as student financial aid, to encourage college attendance.

Institutional Missions

We examined the missions, programs and policies of the public colleges and universities to determine their appropriateness. We compared institutional statements of their missions to the state's Master Plan to determine how well state goals were being addressed. We found that most institutional mission statements were very broad and difficult to interpret with precision. In many cases they were not very restrictive; it was difficult to determine whether particular programs offered were appropriate. Nevertheless, we found that mission statements were generally responsive to the nine statewide goals identified in the Master Plan. Finally, we found that policies in the areas of admissions, developmental education and retention were extremely difficult to interpret if they existed at all. On the whole, we felt the mission statements served a positive but limited function.

MAP B-8

LOCATION OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES



SENIOR COLLEGES AND UNIVERSITIES

1 CLEMSON UNIVERSITY
2 MEDICAL UNIVERSITY OF SOUTH CAROLINA
3 UNIVERSITY OF SOUTH CAROLINA
4 THE CITADEL
5 COLLEGE OF CHARLESTON
6 FRANCIS MARION COLLEGE
7 LANDER COLLEGE
8 SOUTH CAROLINA STATE COLLEGE
9 UNIVERSITY OF SOUTH CAROLINA-AIKEN
10 UNIVERSITY OF SOUTH CAROLINA-COASTAL CAROLINA
11 UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG
12 WINTHROP COLLEGE

UNIVERSITY OF SOUTH CAROLINA TWO-YEAR CAMPUSES

13 UNIVERSITY OF SOUTH CAROLINA-BEAUFORT
14 UNIVERSITY OF SOUTH CAROLINA-LANCASTER
15 UNIVERSITY OF SOUTH CAROLINA-SALKEHATCHIE
16 UNIVERSITY OF SOUTH CAROLINA-SUMTER
17 UNIVERSITY OF SOUTH CAROLINA-UNION

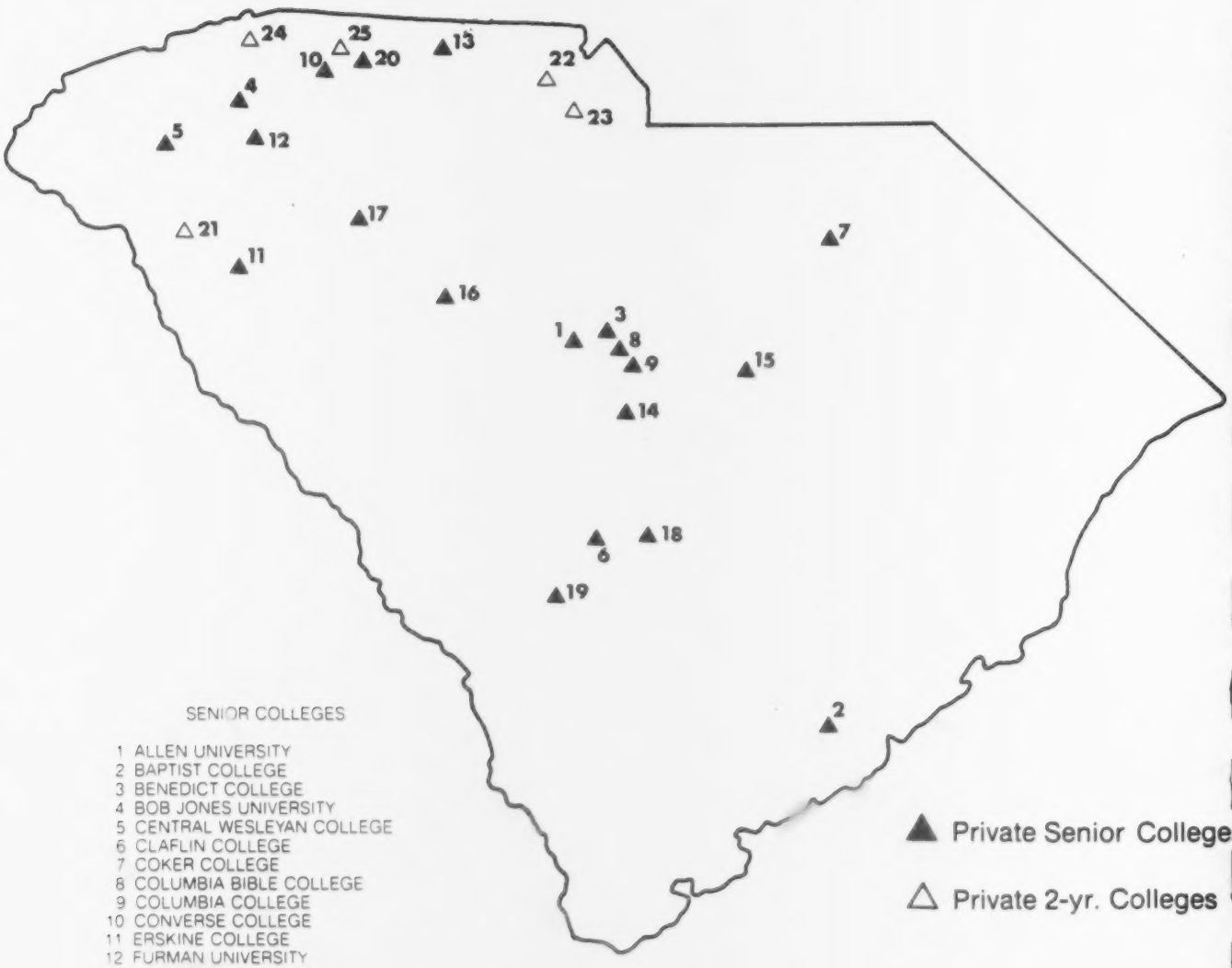
TECHNICAL COLLEGES

18 AIKEN TECHNICAL COLLEGE
19 BEAUFORT TECHNICAL COLLEGE
20 CHESTERFIELD-MARLBORO TECHNICAL COLLEGE
21 DENMARK TECHNICAL COLLEGE
22 FLORENCE-DARLINGTON TECHNICAL COLLEGE
23 GREENVILLE TECHNICAL COLLEGE
24 HORRY-GEORGETOWN TECHNICAL COLLEGE
25 MIDLANDS TECHNICAL COLLEGE
26 ORANGEBURG-CALHOUN TECHNICAL COLLEGE
27 PIEDMONT TECHNICAL COLLEGE
28 SPARTANBURG TECHNICAL COLLEGE
29 SUMTER AREA TECHNICAL COLLEGE
30 TRI-COUNTY TECHNICAL COLLEGE
31 TRIDENT TECHNICAL COLLEGE
32 WILLIAMSBURG TECHNICAL COLLEGE
33 YORK TECHNICAL COLLEGE

BEST COPY AVAILABLE

MAP B-9

LOCATION OF SOUTH CAROLINA PRIVATE COLLEGES AND UNIVERSITIES



SENIOR COLLEGES

1 ALLEN UNIVERSITY
2 BAPTIST COLLEGE
3 BENEDICT COLLEGE
4 BOB JONES UNIVERSITY
5 CENTRAL WESLEYAN COLLEGE
6 CLAFLIN COLLEGE
7 COKER COLLEGE
8 COLUMBIA BIBLE COLLEGE
9 COLUMBIA COLLEGE
10 CONVERSE COLLEGE
11 ERSKINE COLLEGE
12 FURMAN UNIVERSITY
13 LIMESTONE COLLEGE
14 LUTHERN THEOLOGICAL SOUTHERN SEMINARY
15 MORRIS COLLEGE
16 NEWBERRY COLLEGE
17 PRESBYTERIAN COLLEGE
18 SOUTHERN METHODIST COLLEGE
19 VOORHEES COLLEGE
20 WOFFORD COLLEGE

TWO-YEAR COLLEGES

21 ANDERSON COLLEGE
22 CLINTON JUNIOR COLLEGE
23 FRIENDSHIP JUNIOR COLLEGE
24 NORTH GREENVILLE COLLEGE
25 SPARTANBURG METHODIST COLLEGE

Table B-9

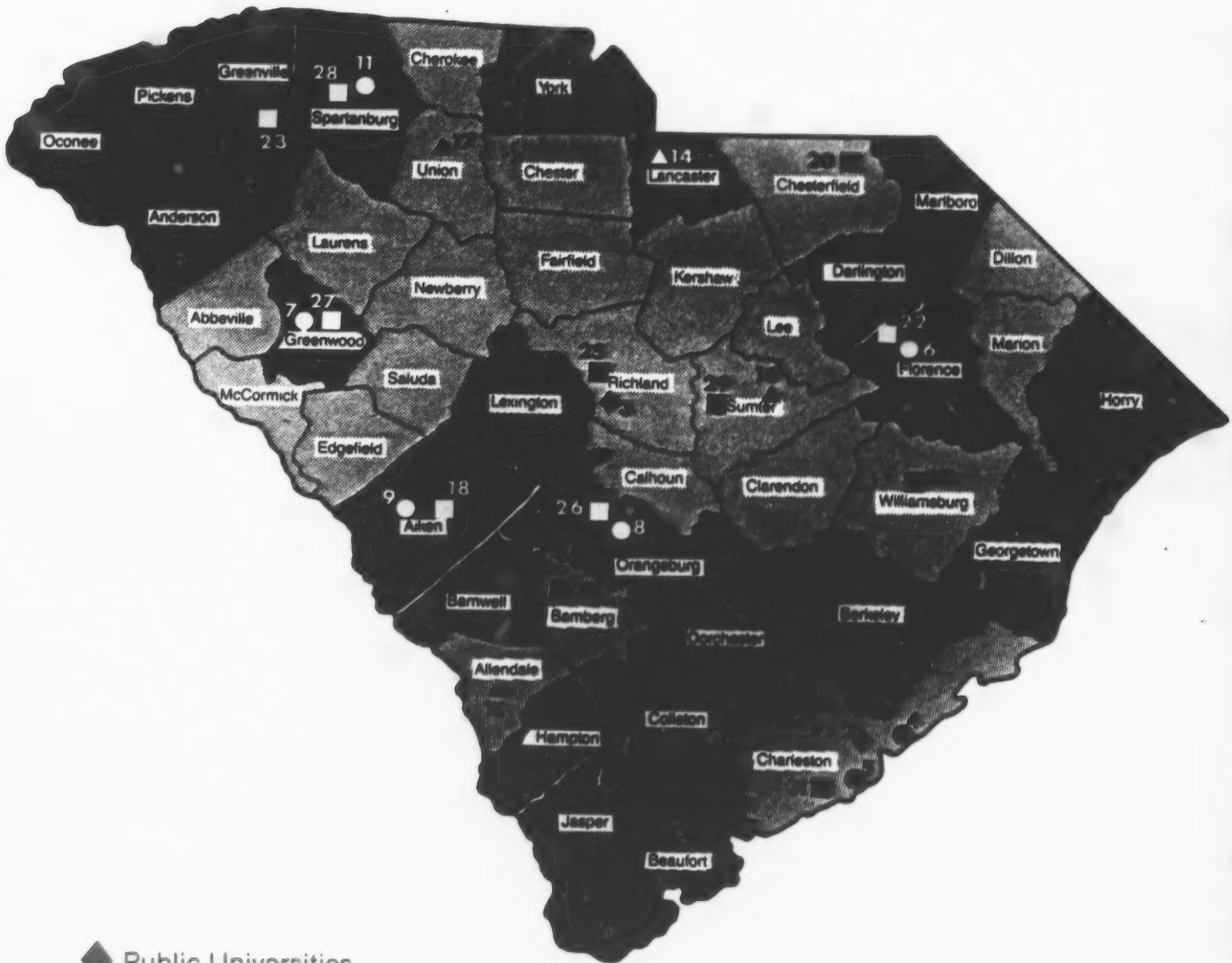
RELATIONSHIP BETWEEN THE NUMBER OF PUBLIC COLLEGE CAMPUSES AND POPULATION FOR STATES WITH BETWEEN 2.5 AND 4.0 MILLION PEOPLE

	Total Population (000's) 1983	Number of Public Campuses 1981	Ratio of Campuses per 100,000 Population
Alabama	3,959	37	.93
Kentucky	3,714	21	.57
Oklahoma	3,298	29	.88
South Carolina	**3,264**	**33**	**1.01**
Colorado	3,139	27	.86
Connecticut	3,138	24	.76
Arizona	2,963	19	.64
Iowa	2,905	21	.72
Oregon	2,662	21	.79
Mississippi	2,587	25	.97

Source: Statistical Abstract of the United States, Bureau of the Census, 1985, p. 11; Digest of Education Statistics, National Center for Education Statistics (NCES), 1983-84, p. 107.

MAP B-10

LOCATION OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES RELATIVE TO PROJECTED PERCENTAGE GROWTH OF COLLEGE AGE POPULATION, 15 TO 39 YEARS, BY COUNTY, 1985-2000



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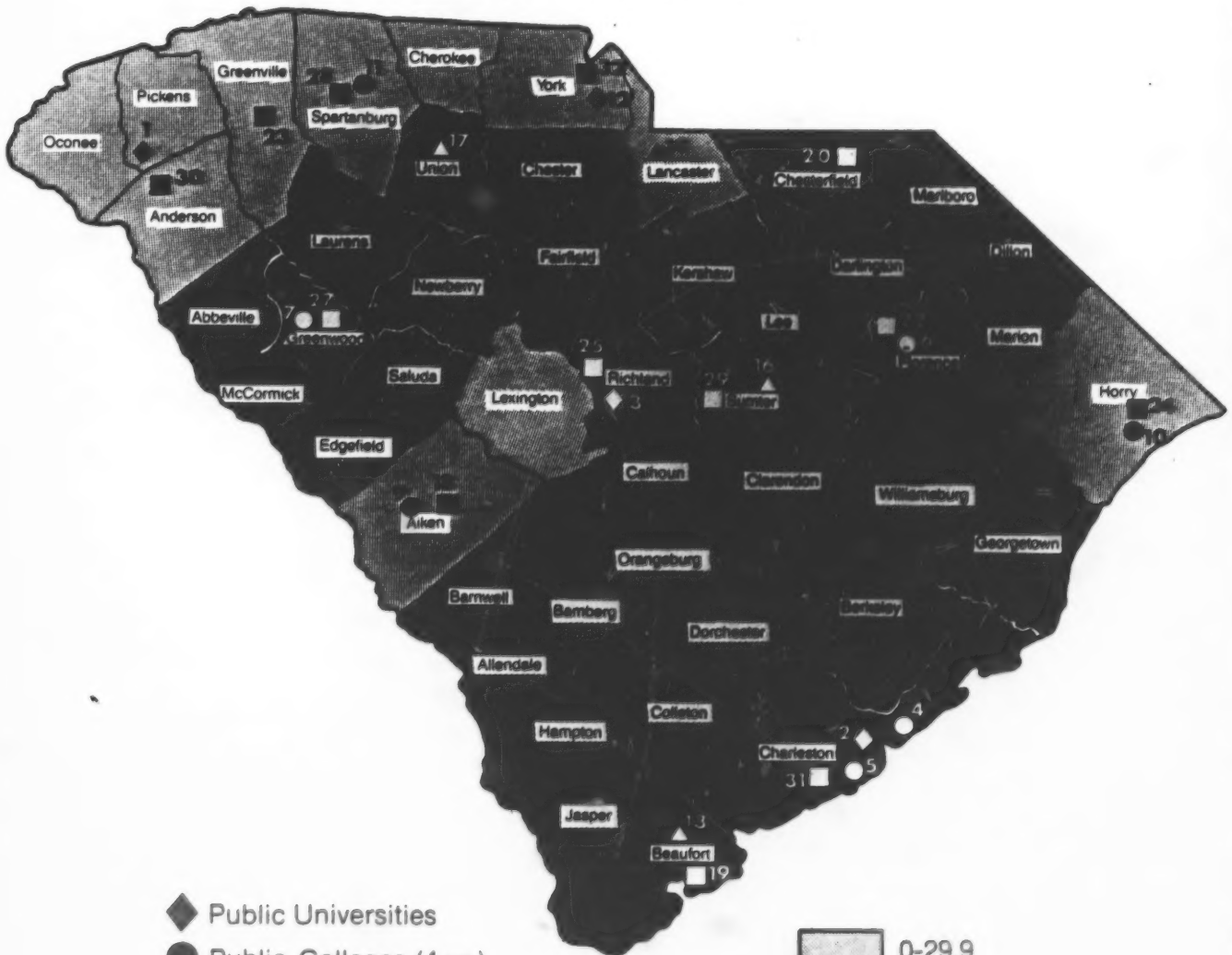
MAP B-11

LOCATION OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES RELATIVE TO PER CAPITA INCOME LEVEL, BY COUNTY, 1982

MAP B-12

LOCATION OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES RELATIVE TO PROJECTED BLACK POPULATION AS A PERCENT OF TOTAL POPULATION, BY COUNTY, 2000



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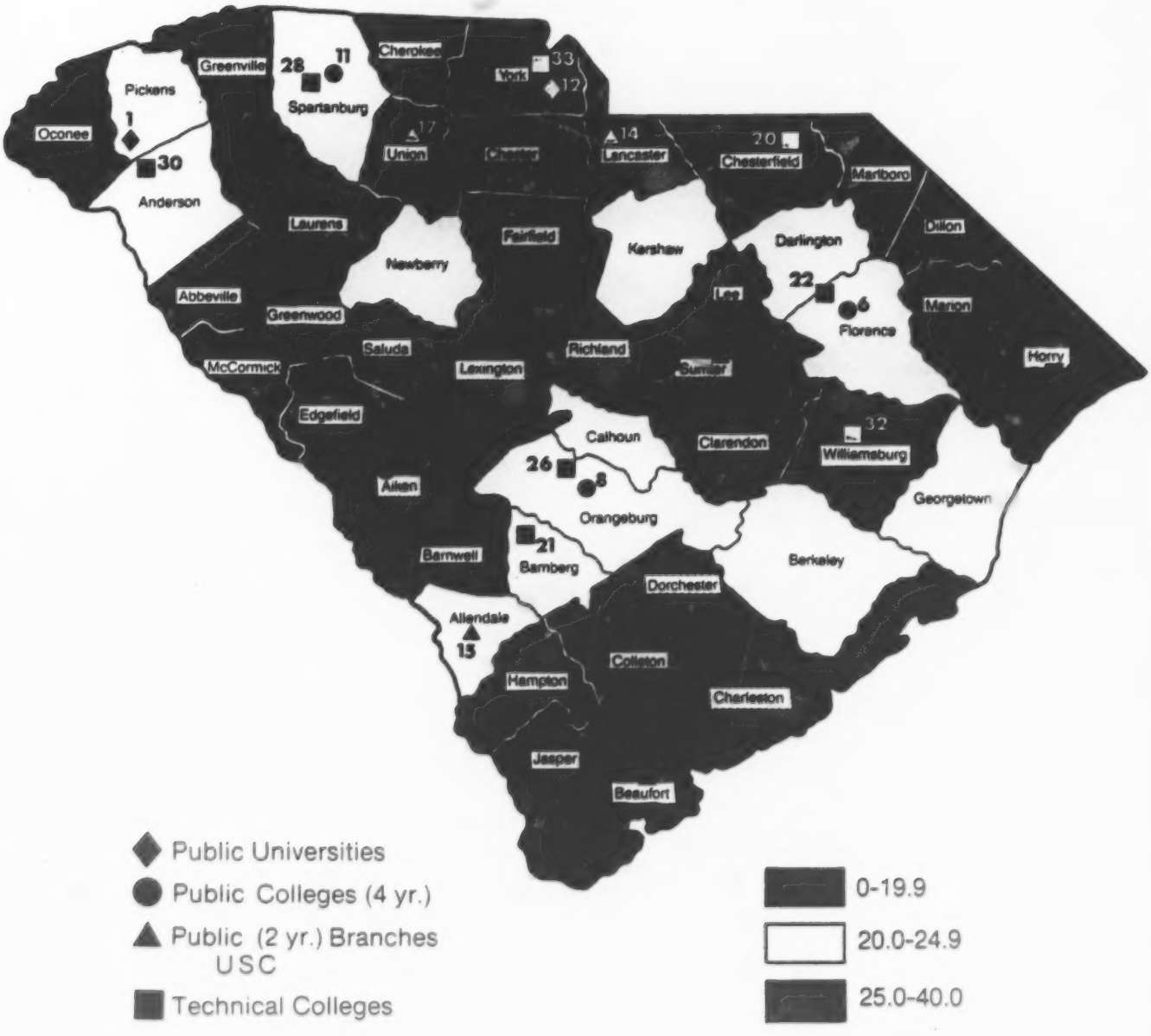
MAP B-13

LOCATION OF SOUTH CAROLINA PUBLIC COLLEGES AND UNIVERSITIES RELATIVE TO PERCENT OF POPULATION, 25 YEARS AND OVER, WITH SOME COLLEGE, BY COUNTY, 1980



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Higher Education Enrollment Trends

Comparisons to Other States and Regions. During the past decade, higher education enrollments have been increasing across the country, despite predictions that they would decline as the nation's demography changed. Between 1976 and 1982, enrollments grew by 12 percent nationally. Among the four regions, enrollments grew fastest in the South and slowest in the West during that same period. Enrollments in South Carolina increased by 11 percent, somewhat slower than the growth in North Carolina or Georgia. Nationally, 78 percent of all students are enrolled in public colleges; in South Carolina, 80 percent of all students attend public institutions. About 42 percent of all students attend college on a part-time basis across the country; South Carolina serves a more traditional population, with only 28 percent enrolled part-time.

The latest figures indicate that enrollment growth has slowed recently in South Carolina, as shown in Tables B-10 and B-11. Among southern states, enrollment decreased between 1979 and 1984 in West Virginia, remained stable in South Carolina, increased slowly in Mississippi, Tennessee and Virginia, and grew more rapidly in the remaining states, particularly Florida, Louisiana, North Carolina and Texas. The vast majority of students attending colleges in the South are undergraduates. In South Carolina, 86 percent of all students are undergraduates.

Enrollment of Black Students. As indicated in Table B-12, black enrollment has not been increasing as rapidly as white enrollment during the past decade. Across the country, black enrollment grew by seven percent

Table B-10

TOTAL ENROLLMENT IN HIGHER EDUCATION IN SOUTH CAROLINA
COMPARED TO REGIONS OF THE COUNTRY,
GEORGIA AND NORTH CAROLINA

	Total Enrollment 1982	Total Enrollment 1976	Percent Change 1976-1982	Percent Public 1982	Percent Part-time 1982
United States	12,426	11,106	12%	78%	42%
Regions					
South	3,588	3,086	16	83	39
Northeast	2,632	2,401	10	58	38
Midwest	3,167	2,788	14	79	40
West	2,979	2,818	6	89	52
States					
South Carolina	137	123	11	80	28
North Carolina	301	247	22	80	33
Georgia	198	170	16	77	31

Source: Statistical Abstract of the United States, Bureau of the Census, 1981, p. 153; 1977, p. 132.

Table B-11

TOTAL ENROLLMENT IN HIGHER EDUCATION, BY LEVEL AND PERCENT BLACK, OF SOUTH CAROLINA COMPARED TO SREB STATES

	Total Enrollment* 1984	Percent Change 1979-84	Percent Undergraduate 1982	Percent Graduate 1982	Percent First Professional 1982	Percent Black 1982
Alabama	171,631	8%	89%	9%	2%	21%
Arkansas	78,777	7	89	8	2	14
Florida	444,062	12	82	8	1	9
Georgia	196,869	11	81	13	4	18
Kentucky	143,555	7	81	11	4	7
Louisiana	179,988	17	82	15	3	22
Maryland	234,302	7	87	11	2	17
Mississippi	104,339	4	89	9	2	29
North Carolina	309,249	15	81	7	2	18
South Carolina	**131,479**	**0**	**86**	**9**	**2**	**20**
Tennessee	200,937	1	85	10	3	14
Texas	795,337	18	80	11	2	9
Virginia	283,109	4	70	10	2	14
West Virginia	79,009	-4	83	13	2	4

*NCES estimates

Note: The sum of enrollment percentages of the three levels may not equal 100 due to the failure of some institutions to report enrollment by level.

Source: Statistical Abstract of the United States, Bureau of the Census, 1981, p. 183; Higher Education in the South, 1983 and 1984, Southern Regional Education Board (SREB), pp. 19, 27; and Fall Enrollment in Higher Education, NCES, unpublished data.

Table B-12

BLACK, WHITE AND OTHER ENROLLMENT IN HIGHER EDUCATION
IN SOUTH CAROLINA COMPARED TO THE SREB REGION,
GEORGIA AND NORTH CAROLINA

	Black Enrollment			White and Other Enrollment		
	1982	Percent Change 1976-82	As a Percent of Black Population[1]	1982	Percent Change 1976-82	As a Percent of White and Other Population[1]
United States	1,103,517	7%	4.2%	11,485,003	14%	5.7%
SREB Region[2]	462,195	9	3.5	2,840,619	18	4.9
South Carolina	**27,928**	**10**	**3.1**	**108,799**	**13**	**5.4**
North Carolina	55,526	17	4.2	245,384	22	5.4
Georgia	36,116	17	2.3	162,251	17	3.6

[1]1982 enrollment divided by 1980 population.

[2]SREB (Southern Regional Education Board) region includes Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, Mississippi, North Carolina, South Carolina, Tennessee, Texas, Virginia and West Virginia.

Source: Higher Education Enrollment, 1982: Trends in the Nation and the South, SREB, p. 5; and Higher Education in the South, 1983 and 1984, SREB, p. 16.

between 1976 and 1982 while white enrollment grew by 14 percent during the same period. In the South, black enrollments grew by nine percent while white enrollments grew by 18 percent. The distinction is not nearly as great in South Carolina, where black enrollments rose by 10 percent at the same time that white enrollments increased by 13 percent. However, black enrollments represent only 3.1 percent of the total black population while white enrollments are about 5.4 percent of the white population in South Carolina. Nationally, black enrollments were 4.2 percent of the black population while white enrollments were 5.7 percent of the white population.

Approximately 39 percent of all black students in South Carolina attend predominantly black institutions, as shown in Table B-13. This is far higher than the national average or the average for southern states. About 72 percent of all black college students in South Carolina attend public institutions; of those blacks attending public colleges, 18 percent are enrolled in traditionally black institutions. About 45 percent of those blacks attending private colleges in South Carolina are enrolled in traditionally black colleges. In comparison to South Carolina, a higher percentage of black students attending public colleges in North Carolina or Georgia are enrolled in traditionally black institutions; similarly, a higher percentage of black students attending private colleges in North Carolina or Georgia are enrolled in traditionally black colleges.

Enrollments in South Carolina's Public Colleges and Universities. In 1984, as shown in Table B-14, over 100,000 persons attended public colleges and universities in South Carolina; about a third of those students were enrolled in the state's 16 technical colleges. Of the remainder, nearly half

Table B-14

TOTAL ENROLLMENT IN PUBLIC UNIVERSITIES
AND COLLEGES IN SOUTH CAROLINA, 1984

	Total Enrollment	Percent Change 1979-84	Percent Black	Percent Part-time	Percent Undergraduate
Clemson University	12,926	12%	5%	15%	81%
Medical University of South Carolina (MUSC)	2,422*	6	4	16	37
University of South Carolina (USC)					
- Columbia	23,301	-11	13	33	66
- Aiken	1,936	16	15	40	100
- Coastal Carolina	2,627	26	7	31	100
- Spartanburg	2,610	8	11	42	100
- Beaufort	753	-	16	74	100
- Lancaster	847	-	15	52	100
- Salkehatchie	446	-	22	46	100
- Sumter	1,160	-	18	50	100
- Union	324	-	18	60	100
College of Charleston	5,395	7	7	28	96
Francis Marion College	3,232	16	13	27	90
Lander College	2,281	34	16	19	96
S.C. State College	4,226	18	97	21	87
The Citadel	3,048	-7	7	29	83
Winthrop College	5,055	2	14	23	82
Technical Colleges	32,863	-	25	45	100

*Includes residents and interns.

Note: Percentage change, 1979-84, for all USC two-year branches combined equals 9%.

Source: South Carolina Higher Education Statistical Abstract, 1985, South Carolina Commission on Higher Education (SCCHE), pp. 2, 5, 7, 13.

were enrolled in the state's three universities. The recent stability in enrollment growth of the system as a whole is the result of large decreases in the numbers of students attending USC and The Citadel combined with moderate to high growth in most of the other institutions.

The percentage of black students varied among the colleges from lower than 8 percent at Clemson, the College of Charleston, the Medical University, The Citadel and USC-Coastal Carolina to more than 15 percent at Lander College, South Carolina State College, USC-Aiken, USC-Beaufort, USC-Salkehatchie, USC-Sumter and USC Union. Similarly, the percentage of students attending college on a part-time basis varied: at Clemson, Lander College, the Medical University, South Carolina State College and Winthrop College, less than 25 percent of all students were part-time; at all USC branches other than USC-Coastal Carolina, more than 40 percent of the students attended on a part-time basis.

Given the changing demography, there is reason to believe that South Carolina's colleges and universities will be serving a somewhat older population in the future. However, there is little evidence to indicate that the distribution of students by age has changed in the past few years. Among the public academic colleges, the number of 35 to 44 year olds enrolled has increased by 47 percent, from 3,595 in 1979-80 to 5,294 in 1984-85, but the number of 25 to 34 year olds decreased slightly, from 12,825 to 12,754 and the number of 18 to 24 year olds increased by 9 percent. At the technical colleges, the distribution of students by age was similar in 1984-85 to the pattern in 1979-80. The ratio of women to men is changing, however. In 1979-80, males enrolled in all public institutions outnumbered females by

about 2,000; in 1984-85, there were 5,500 more women than men enrolled, with the most noticeable change occurring at the technical colleges.

Program Enrollments. One of the major concerns of any higher education system is "unnecessary" duplication, the existence of similar programs serving similar students in proximity to one another. Some duplication is bound to exist due to overlaps between institutions with similar missions; however, when program duplication becomes extensive within a well defined geographic region, it can drain limited state resources. We examined programs in all of the major Higher Education General Information Survey (HEGIS) categories to determine whether there was extensive duplication within regions of the state; the results are displayed in Table B-15. First, we divided the state into nine regions where more than one public college or university was in proximity to another. In most cases it was obvious that no unnecessary program duplication existed.

Next, we looked at the distribution of enrollments in the following popular programs: Business and Office, Business and Management, Education, Engineering, Engineering and Related technologies, General Liberal Arts and Sciences, and Social Sciences. Given the seven programs and the nine regions, there are 63 possible places for duplication; in fact, because some programs are not offered at all in some regions, there are 54 possible places for duplication. We found that in 31 cases, out of the 54 possible, only one of several institutions in the region offered a particular program, completely eliminating any possibility of duplication. In most other cases we found that, while enrollment in particular programs was split among two or three institutions, the split was balanced (at least 20 percent of all

Table B-15

PERCENT OF STUDENTS ENROLLED IN SOUTH CAROLINA PUBLIC UNIVERSITIES AND COLLEGES, BY PROGRAM AND GEOGRAPHIC AREA, FALL, 1984

	Business and Office	Business and Management	Education	Engineering	Engineering and Related Technologies	General Liberal Arts and Sciences	Social Sciences
Aiken Tech.	100%	30%	0%*		100%		
USC-Aiken		70	100			100%*	100%*
Beaufort Tech.	100	100			100		
USC-Beaufort						100	
College of Charleston		20	23				33
MUSC							
The Citadel		47	76	100		4*	67
Trident Tech.		33	1*		100	96	
Midlands Tech.	81	20	0*		100	63	
USC-Columbia	19	80	100	100		37	100
Horry-Georgetown Tech.	100	38			100		
USC-Coastal Carolina		62	100			100	100
Clemson University		80	100	100			100
Greenville Tech.	78	7			58	74	
Tri-County Tech.	22	13			42	26	
USC-Lancaster	9*					54	
Winthrop College	3*	69	100				100
York Tech.	88	31	0*		100	46	
Spartanburg Tech.	97	21			100		
USC-Spartanburg		79	100			60	100*
USC-Union	3*					40	
Florence-Darlington Tech.	56	4*			56		
Francis Marion College		68	100		14*	4*	100
Sumter Area Tech.	44	28			30		
USC-Sumter						96	

*Less than 55 students enrolled in program.

Note: Column totals within each geographic area equal 100%.

Source: Higher Education General Information Survey (HEGIS).

enrollment was at one institution), and enrollment was at least of minimal size to be justified. For example, in the Aiken area (in which Aiken Technical College and USC-Aiken are located) there was the possibility of duplication in only one program and, given the enrollment level in each college, we concluded that unnecessary duplication did not exist. There is reason to believe, however, that duplication exists in at least six cases, mostly between an academic college and a technical college.

Not unexpectedly, students in South Carolina change their minds about the programs in which they enroll, which may reflect short-term changes in society, result from a mismatch between students' aspirations and their skills, or be related to institutional program offerings. In 1980, for example, 38 percent of SAT test takers filling out a questionnaire about their college aspirations indicated a desire to enroll in biological or physical science programs while about nine percent were interested in education, as shown in Table B-16. Two years later, only six percent of all students attending public colleges in South Carolina were enrolled in biological or physical science programs while 12 percent were enrolled in education programs. In 1984, only five percent of all degrees awarded were in the biological or physical sciences but 16 percent were in education. Business degrees accounted for a higher percentage of all degrees awarded in 1984 than would have been predicted from the program aspirations of 1980 SAT test takers.

Student Persistence. Student persistence is a complicated topic to study but it is an important one, given the state's interest not only in providing educational opportunities but also in assuring that people complete

Table B-16

RELATIONSHIP BETWEEN PROGRAM ASPIRATIONS, ENROLLMENTS, AND DEGREES AWARDED IN SOUTH CAROLINA

Intended Areas of Study	Aspirations 1980	Enrollment 1982	Degrees Awarded 1984
Arts and Humanities	13%	26%	9%
Biological Sciences	21	4	3
Business, Commerce and Communications	21	18	27
Physical Sciences	17	2	2
Social Sciences	21	18	22
Education	9	12	16
Miscellaneous	7	32	37

Source: South Carolina College-Bound Seniors, Admissions Testing Program, 1980, 1982 and 1984, The College Board.

their educations. A great deal of valid information about student persistence does not exist in South Carolina. Available data suggests the need to understand the phenomenon better in the future. Based simply on cohort ratios, it is clear that large numbers of freshmen do not continue their education beyond the first year. Trends suggest that persistence has been diminishing over time and that the persistence of black students is somewhat lower than that of white students. For example, in 1984 there were 68 percent as many white sophomores attending academic institutions as there were freshmen in 1983; in 1985, the persistence rate dropped slightly to 67 percent. In 1984, there were 63 percent as many black sophomores as there were freshmen in 1983; in 1985, the persistence of black students dropped to 60 percent.

Transfer Among South Carolina Colleges. About five percent of all students transfer among South Carolina's colleges and universities in a given year; the number of transfers has declined from about 5,600 in fall 1978 to about 4,800 in fall 1984. In 1984, 1,781 students transferred out of public four-year colleges, of which 48 percent went to other public four-year institutions and 43 percent entered technical colleges; 2,547 students transferred into public four-year colleges, of which 33 percent came from other similar institutions, 28 percent came from technical colleges, 24 percent came from private colleges and 15 percent came from two-year branches of USC. At the same time, 1,272 students left the technical colleges, most of whom went to four-year public colleges; 1,455 students transferred into the technical colleges. About 84 percent more students transferred from private colleges than transferred into them; over half of all students leaving private colleges went to public four-year colleges; most students

entering private colleges as transfer students came from other private colleges or technical colleges. Interestingly, slightly more students left public four-year colleges to attend technical colleges than left technical colleges to attend public four-year colleges. Finally, fewer than 200 students moved between the technical colleges and the two-year branches of USC in 1984.

Interstate Movement of Students. We examined the movement of students into and out of South Carolina in order to attend college, with particular emphasis on movement between South Carolina and its immediate neighbors. Unfortunately, the only data available were for 1979, the latest year for which the National Center of Education Statistics (NCES) has published the results of its national survey of the residence and migration of college students. As shown in Table B-17, about nine percent of all South Carolina resident undergraduate students left the state to attend college, while 34 percent of the state's residents who went to graduate school enrolled in a graduate institution located in another state. About 76 percent more undergraduate students came into South Carolina than left the state to attend college, but about 35 percent fewer graduate students entered South Carolina than left it to attend graduate school.

State Support for Higher Education

Last year, South Carolina spent over $420 million of state funds to support higher education. This money was allocated to support public academic institutions ($239.5 million, excluding medical education), the technical colleges ($69.1 million), medical education ($96.2 million for the Medical University, the medical school at USC, the Medical University

Table B-17

MOVEMENT OF COLLEGE STUDENTS INTO AND OUT OF SOUTH CAROLINA, 1979

	Percent of Residents Attending College Going Out of State		Percent Going to South Carolina		Ratio of Those Entering to Those Leaving		Percent Entering State From Non-SREB State	
	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate	Undergraduate	Graduate
South Carolina	**9%**	**34%**	-	-	**1.76**	**.65**	**7%**	**12%**
North Carolina	6	24	20%	8%	2.69	1.26	7	18
Georgia	16	17	10	7	.98	3.23	8	22

Source: National Center for Higher Education Management Systems (NCHEMS).

Hospital, and statewide medical programs), students attending private colleges ($13.1 million), and the Commission ($2.2 million for operations and service programs). Over the past five years, total state appropriations for higher education have increased by 43 percent, as shown in Table B-18; this is lower than many other states in the region. In 1984-85, South Carolina allocated about $3,544 per student enrolled in a public college or university. This level of support was about five percent higher than the average for SREB states. The distribution of state funds to the public institutions is shown in Table B-19.

Institutional Revenues and Expenditures

We examined revenue and expenditure data for each of the 33 public colleges and universities in South Carolina for the years 1979-80, 1981-82 and 1983-84 in order to determine whether funds were distributed equitably (that is, whether there was similr funding among institutions with similar missions) and to review trends ovr time. We found a great deal of similarity among institutions, wih most variations explained by such legitimate factors as institutionl mission, size, or the state's allocation of funds in support of desegregaton. The following are our conclusions, organized separately for the 17 aademic colleges and the 16 technical colleges and differentiated by reenues and expenditures within each group.

Revenues to the Academic Coleges. First, while tuition varied among the institutions, it was fairly sable as a percentage of total revenues (generally between 25 and 35 percnt of Educational and General [E & G] revenues). Tuition at South Carcina State College was low, accounting for less than 10 percent of E & G revnues. Tuition at the Medical University

Table B-18

GENERAL APPROPRIATIONS FOR PUBLIC INSTITUTIONS
OF HIGHER EDUCATION IN SOUTH CAROLINA
COMPARED TO SREB STATES, 1984-85

	Total Appropriations (000's)	Percent Change 1979-80 to 1984-85	Appropriations Per FTE Student	Percent Change 1979-80 to 1984-85
Alabama	$ 388,640	42%	$3,072	44%
Arkansas	203,472	83	3,629	59
Florida	817,546	67	3,343	63
Georgia	480,417	78	3,702	47
Kentucky	293,781	41	3,231	29
Louisiana	367,501	64	2,967	36
Maryland	354,866	40	3,013	43
Mississippi	200,517	43	2,720	38
North Carolina	638,934	54	3,676	46
South Carolina	296,915	43	3,544	44
Tennessee	389,480	58	3,282	51
Texas	1,657,916	70	3,694	53
Virginia	510,144	51	2,986	46
West Virginia	166,782	29	3,284	29
SREB Region	6,766,911	69	3,367	50

Note: Appropriations figures exclude amounts for MUSC and the MUSC hospital, USC-School of Medicine and statewide medical programs operated by USC. Texas appropriations include estimated tuition and fees, which cannot be separately identified in the appropriations process.

Source: Comparative Information on Higher Education, SREB, 1985, pp. 4, 24; and State Agency Data Exchange, SREB, 1979-80, Summary Tables 2, 3, 6.

Table B-19

COMPARISON OF STATE EDUCATION APPROPRIATIONS
AMONG SOUTH CAROLINA UNIVERSITIES AND COLLEGES

	1974-75 Percent of Total		1979-80 Percent of Total		1974-79 Percent Change in	1984-85 Percent of Total		1980-84 Percent Change in
	Appropriations	FTE Enrollment	Appropriations	FTE Enrollment	Appropriations Per FTE Student	Appropriations	FTE Enrollment	Appropriations Per FTE Student
Clemson Univ. (Ed. & General)	14.5	13.2	12.8	12.8	28.6	13.0	14.3	27.6
Medical Univ. of S.C. (MUSC)	22.3[1]	3.4[2]	21.8[1]	3.2[2]	36.2[2]	20.3[1]	3.3[2]	22.7[2]
Univ. of S.C. (USC)								
- Columbia[3]	24.4	23.7	24.3	23.8	40.0	23.6	21.1	54.2
- Aiken	0.5	1.1	1.2	1.5	139.8	1.1	1.7	21.1
- Coastal Carolina	0.7	1.5	1.5	2.0	113.5	1.4	2.5	12.0
- Spartanburg	0.6	1.4	1.6	2.0	147.9	1.5	2.2	25.2
- Two-Year Branches	0.8	1.9	1.3	2.4	70.2	1.4	2.7	40.4
College of Charleston	3.6	4.5	3.6	4.7	33.2	3.7	5.2	32.2
Francis Marion College	1.9	2.3	1.9	2.4	36.2	1.9	3.0	15.3
Lander College	1.3	1.5	1.3	1.7	25.2	1.4	2.3	18.9
S.C. State College	3.6	3.5	3.5	3.8	26.5	4.1	4.3	46.2
The Citadel	3.1	3.3	2.7	3.2	28.1	2.7	3.2	42.0
Winthrop College	3.6	3.9	3.3	4.6	10.2	3.6	5.0	39.7
Technical Colleges[4]	15.2	38.1[5]	15.6	35.1	56.1	16.5	32.6[5]	60.3

[1]Includes hospitals and statewide programs.
[2]Headcount enrollment, includes residents and interns, as a percent of total headcount enrollment, excluding technical colleges.
[3]Appropriations figures include the school of medicine, enrollment figures do not.
[4]Enrollment figures represent those enrolled in technical education programs, while appropriations are for technical and comprehensive education.
[5]Figures provided by South Carolina State Board for Technical and Comprehensive Education.

Source: South Carolina Higher Education Statistical Abstracts, South Carolina Commission on Higher Education, 1984, p. 63; 1985, pp. 63-64.

was particularly low (around three percent) as a percentage of E & G revenues.

Second, between 1979-80 and 1983-84, reliance on tuition increased while reliance on state support decreased at all institutions. As expected, state support was generally lowest at the branch campuses of USC, somewhat higher at the four-year colleges, higher still at Clemson, South Carolina State College and USC, and extremely high at the Medical University. The state's desegregation plan resulted in increased state support for South Carolina State College.

Third, while E & G revenues varied across institutions, the variation was related to their different missions.

Expenditures of the Academic Colleges. First, most colleges spent similar amounts per student for instruction. In percentage terms, most institutions spent between 45 and 50 percent of their E & G expenditures on instruction.

Second, spending for research was very low. Public service expenditures varied so widely that it appears that the accounting system may not be dealing with such expenditures appropriately.

Third, expenditures for libraries and student services tended to be similar, although library expenditures were declining as a percentage of the total.

Fourth, expenditures for plant operation and maintenance varied considerably across institutions, although most colleges devoted between 10

and 15 percent of their E & G expenditures to that function.

Revenues to the Technical Colleges. First, tuition was very similar across the 16 institutions; tuition provided between 15 and 20 percent of E & G revenues.

Second, state appropriations varied somewhat among the technical colleges and declined between 1979-80 and 1983-84; the smallest institutions received the most state support per student as a result of the method of distributing funds.

Third, local taxes provided modest (between 5 and 10 percent of total E & G) support for the technical colleges.

Expenditures of the Technical Colleges. Per student expenditures were remarkably similar across institutions. Between 35 and 45 percent of total E & G was spent on instruction while between 10 and 15 percent was spent on plant operation and maintenance.

Tuition and Fee Levels

South Carolina's public sector tuition and fee levels for state residents tend to be higher than those of other southern states, as indicated in Tables B-20a and B-20b. In South Carolina, unlike many other states, tuition is earmarked to pay for facilities. For undergraduate students attending doctoral granting institutions, tuition and fees were between $1,440 and $1,652 for residents of South Carolina in 1984-85. In the South, only Virginia had higher tuition and fee levels; in some other states, tuition and fees were far lower ($743 in Florida, $785 to $842 in North

Table B-20A

MEDIAN ANNUAL TUITION AND REQUIRED FEES FOR UNDERGRADUATES IN SOUTH CAROLINA PUBLIC INSTITUTIONS COMPARED TO SREB STATES, 1984-85

	Doctoral I		Doctoral II		Masters II		B.A.		2-Year I		2-Year II	
	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.
Alabama	$1,080	$1,290	$1,206	$2,586	$ 975	$1,608	$1,200	$2,400			$450	$ 900
Arkansas	930	2,130			790	1,415	790	1,250	$600	$ 820	600	900
Florida	743	2,693	743	2,693	743	2,693					554	1,157
Georgia	1,407	2,538	1,301	2,903	1,067	1,922	936	1,791	690	1,338	705	1,353
Kentucky	1,124	3,202	1,135	3,213	890	2,570			468	1,402		
Louisiana	974	2,474			792	1,516	626	1,256	495	1,317		
Maryland	1,410	3,962			1,386	2,556	1,625	2,625			724	2,590
Mississippi			1,358	2,434	950	2,026					450	1,062
North Carolina	785	3,405	842	3,462	666	2,916	687	2,942			170	783
South Carolina	**1,440**	**2,970**	**1,652**	**3,580**	**1,271**	**2,136**	**1,000**	**2,140**	**930**	**2,020**	**525**	**818**
Tennessee	1,134	3,102	971	2,939	880	2,848	1,134	3,102			516	2,484
Texas	480	1,560	480	1,560	480	1,560	480	1,560			120	120
Virginia	1,819	3,989	1,824	4,419	1,455	2,525	1,330	2,119	980	2,450	686	2,970
West Virginia	1,160	3,140			800	2,200	800	2,200			660	2,020
SREB Region	1,124	2,970	1,171	2,921	885	2,168	936	2,140	645	1,370	540	1,105

Notes: Tennessee: Fees include maintenance fees, debt service fees, student activity fees and health service fees. Texas: Represents minimum annual tuition and fees.

Source: Comparative Information on Higher Education, SREB, 1985, pp. 8-10.

Table B-20B

MEDIAN ANNUAL TUITION AND REQUIRED FEES FOR GRADUATES IN SOUTH CAROLINA PUBLIC INSTITUTIONS COMPARED TO SREB STATES, 1984-85

	Doctoral I		Doctoral II		Masters II		Specialized	
	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.	Res.	Non-res.
Alabama	$1,080	$2,490	$1,206	$2,586	$1,081	$1,641		
Arkansas	1,130	2,330			790	1,415	$ 900	$2,160
Florida	993	3,153	993	3,153	993	3,153		
Georgia	1,407	2,538	1,301	2,903	1,067	1,922	1,149	2,142
Kentucky	1,228	3,514	1,239	3,525	994	2,820		
Louisiana	980	2,210			785	1,472		
Maryland	2,176	3,688			1,936	1,936	1,938	4,102
Mississippi			1,358	2,434	950	2,026		
North Carolina	783	3,403	842	3,462	666	2,916	1,035	3,303
South Carolina	**1,440**	**1,440**	**1,652**	**1,652**	**1,271**	**1,271**	**1,266**	**1,266**
Tennessee	1,341	3,309	1,173	3,141	1,146	3,114	1,341	3,309
Texas	480	1,560	480	1,560	480	1,560		
Virginia	1,951	3,301	2,037	4,537	1,625	2,472		
West Virginia	1,220	3,340			850	2,480		
SREB Region	1,220	3,153	1,223	3,022	994	1,981	1,208	2,232

Notes: Tennessee: Fees include maintenance fees, debt service fees, student activity fees and health service fees. Texas: Represents minimum annual tuition and fees.

Source: Comparative Information on Higher Education, SREB, 1985, pp. 8-10.

Carolina and $480 in Texas). This pattern held true for undergraduate students attending all other types of colleges; however, tuition and fees for students attending technical colleges were about average in South Carolina compared to other states. South Carolina's resident graduate tuition and fees were somewhat higher than those of other states, although graduate students attending doctoral granting institutions in Maryland and Virginia paid more than their peers in South Carolina.

Nonresident undergraduate students pay more to attend colleges in South Carolina than do residents, a typical pattern. However, institutions in a number of other southern states charge nonresident undergraduates more than do those in South Carolina. In South Carolina, at the graduate level, tuition and fees for nonresidents are the same as the amounts charged residents, an uncommon practice in the South. Tuition and fees for nonresident graduate students are higher in all other southern states than they are in South Carolina.

Among South Carolina's academic colleges, resident tuition and fee levels vary somewhat, as shown in Table B-21. Clemson and The Citadel had the highest tuition levels in 1984-85, followed by the College of Charleston and USC, and then by Winthrop College, Lander College, the Medical University, and the other institutions. During the past five years, resident tuition and fees grew most rapidly at the College of Charleston, Francis Marion College and Lander College and least rapidly at the branch campuses of USC.

Table B-21

COMPARISON OF FULL-TIME* UNDERGRADUATE RESIDENT AND NON-RESIDENT REQUIRED FEES AMONG SOUTH CAROLINA UNIVERSITIES AND COLLEGES

	Resident		Non-resident		
	1984-85	Percent Change 1979-84	1984-85	Percent Change 1979-84	Percent Increase Over Resident Fees 1984-85
Clemson University	$1,652	68%	$3,580	73%	117%
MUSC[1]	1,266	72	2,532	74	100
USC:					
- Columbia[2]	1,440	62	2,970	49	106
- Aiken	1,000	41	2,140	26	114
- Coastal Carolina	1,000	41	2,140	26	114
- Spartanburg	1,000	41	2,140	26	114
- Two-Year Branches (average)	924	30	2,014	18	118
College of Charleston	1,470	96	2,670	62	82
Francis Marion College	1,020	85	2,040	85	100
Lander College	1,270	81	1,870	44	47
S. Carolina State College	1,050	75	2,100	62	100
The Citadel	1,640	68	3,612	88	120
Winthrop College	1,272	56	2,170	43	71

[1]Pharmacy, Nursing and Allied Health, only.

[2]Excludes Law and Medicine.

*For fee purposes, a full-time undergraduate carries 12 or more credit hours per semester.

Source: South Carolina Commission on Higher Education.

Faculty Salaries

As shown in Table B-22, faculty salaries in South Carolina are similar to those paid in other southern states. In 1984-85, the average salary paid to professors of all ranks in the state was $27,346, lower than the average for states in the SREB region. From 1979 to 1984, the average faculty salary in South Carolina increased by 43 percent, a percentage point below the regional average rate of increase.

Within South Carolina, salaries vary slightly; what variation exists is related to institutional type, as indicated in Table B-23. For example, professorial salaries at the Medical University are much higher than those at any other institution; salaries of professors at USC and Clemson are higher than those at Winthrop College; the College of Charleston, The Citadel, South Carolina State College, Francis Marion College, or Lander College. Salaries of professors at USC branch campuses, particularly the two-year branch campuses, are the lowest among the academic institutions.

In 1982-83, average salaries at South Carolina's technical colleges ranged from about $16,000 to $22,000. During this same year, the average salary of teachers at the elementary/secondary level was about $16,500. Since that time, the state increased the salaries of school teachers, making them more competitive with the salaries of faculty at some technical colleges. In 1984-85, faculty at the technical colleges were paid an average salary of $20,866, which ranked eighth among the 12 southern states with comparable institutions and was 14 percent lower than the average in the region. At the same time, the average salary of public school teachers was

Table B-22

AVERAGE SALARIES FOR FULL-TIME FACULTY, BY FACULTY RANK,
FOR SOUTH CAROLINA PUBLIC INSTITUTIONS
COMPARED TO SREB STATES, 1984-85

	Professor	Rank	Associate Professor	Rank	Assistant Professor	Rank	Instructor	Rank	All Ranks	Percent Change 1979-84
Alabama	$36,972	8	$29,660	6	$24,297	9	$22,861	1	$27,783	46%
Arkansas	34,733	13	27,133	13	23,738	10	19,368	8	25,086	37
Florida	41,331	1	31,100	2	26,772	1	19,801	4	30,105	50
Georgia	40,872	2	30,202	5	24,529	7	18,960	10	27,895	34
Kentucky	35,240	11	27,176	12	22,775	13	18,446	12	27,023	36
Louisiana	35,267	10	29,153	9	24,549	6	19,557	7	27,681	37
Maryland	39,548	5	31,546	1	25,418	4	19,790	5	30,547	41
Mississippi	35,052	12	28,297	10	23,396	12	18,135	13	24,213	40
North Carolina	40,483	4	30,910	4	26,018	2	19,907	3	27,173	27
South Carolina	**39,137**	**6**	**29,433**	**7**	**24,610**	**5**	**20,425**	**2**	**27,346**	**43**
Tennessee	35,803	9	27,730	11	23,545	11	18,917	11	27,796	42
Texas	40,565	3	31,006	3	25,704	3	19,708	6	30,946	52
Virginia	38,654	7	29,350	8	24,370	8	19,287	9	29,076	43
West Virginia	31,856	14	26,005	14	21,917	14	17,487	14	25,538	35
SREB Region	38,471		29,664		24,730		19,936		28,416	44

Note: Medical school faculty salaries are not included in the averages.

Source: Comparative Information on Higher Education, 1985, SREB, p. 12; and State Agency Data Exchange, 1979-80, SREB, Summary Table 12.

Table B-23

AVERAGE SALARIES FOR FULL-TIME EQUIVALENT TEACHING FACULTY
AT SOUTH CAROLINA PUBLIC SENIOR COLLEGES AND UNIVERSITIES, 1984-85*

	Professors	Associate Professors	Assistant Professors	Instructors	Weighted Average Ranked Faculty**
Clemson University	$40,208	$31,022	$26,073	$20,489	$33,488
MUSC	46,653	37,028	32,676	19,841	34,083
USC:					
- Columbia***	41,456	30,299	25,079	19,933	31,829
- Aiken	32,202	25,253	21,203	17,418	24,306
- Coastal Carolina	30,389	26,256	22,183	16,612	24,831
- Spartanburg	31,577	25,717	22,855	19,849	24,772
- Two-Year Branches	29,017	24,725	20,716	16,886	22,580
College of Charleston	35,759	30,392	24,714	20,817	28,488
Francis Marion College	35,131	26,771	22,508	16,661	25,330
Lander College	32,754	27,260	22,254	15,550	26,420
S.C. State College	35,337	28,552	24,016	18,961	25,529
The Citadel	35,639	29,389	24,010	19,767	29,437
Winthrop	36,137	29,195	23,848	16,819	27,782

*Averages include 10-1/2, 11 and 12-month contract salaries converted to 9-month basis using AAUP divisors.

**Excludes Lecturers and others, and Graduate Teaching Assistants (USC, $11,631; Clemson, $13,707) and ROTC faculty.

***Excludes Medical School (Professors, $57,106; Associate Professors, $42,687; Assistant Professors, $40,890; Instructors, $17,587). Includes College of Applied Professional Sciences.

Source: South Carolina Commission on Higher Education.

$19,800. This may cause problems as demand for school teachers increases.

The Fiscal Condition of Private Colleges

As part of this study, we examined the fiscal condition of South Carolina's private colleges. We found a few of them to be robust, with stable or increasing enrollments, a surplus of revenues over expenditures, and healthy endowment levels. We also found several institutions that were facing very difficult fiscal situations, plagued by declining enrollments, expenditures that exceeded revenues and relatively low endowment levels. One factor that appears to distinguish healthy private institutions from their less healthy peers is the ratio of students to faculty. We found that, as a group, the healthiest colleges had the highest ratios and were somewhat leaner in staffing. This may be a result of the impact of declining enrollment; those colleges losing students are unable to reduce staff levels as rapidly as enrollments decline, increasing per student costs and putting a strain on limited endowment levels.

The state's private colleges cooperated with us in sharing their fiscal reports and candidly describing their situations. Many of them are under new leadership and most have high hopes for the future. Because of the complexity of the issue and the variations among colleges, it is difficult to propose solutions that apply to all institutions. South Carolina makes an effort to financially support its private colleges, and the approach used is an appropriate and one with which the private colleges are comfortable. Other types of state support are not justified, although the state needs to give more consideration to the role that private colleges play in providing educational services.

APPENDIX C. INSTITUTIONAL PEER GROUP COMPARISONS

Selection of Peer Institutions

This appendix contains information that compares South Carolina's 33 public institutions of higher education to their peers in other states. The 33 institutions were organized into nine groups and peers were selected by the staff of the Commission on Higher Education based on criteria provided by the National Center for Higher Education Management Systems (NCHEMS). All peer institutions are public. The following list indicates the institutions comprising each of the nine peer groups (South Carolina institutions are shown in caps):

Group 1: Land-Grant Universities

CLEMSON UNIVERSITY, Virginia Polytechnic Institute and State University, Washington State University, Kansas State University, Oregon State University, Auburn University-Main Campus (Alabama), Colorado State University, North Carolina State University-Raleigh, Georgia Institute of Technology-Atlanta

Group 2: Universities with Medical Schools

UNIVERSITY OF SOUTH CAROLINA-COLUMBIA, University of Utah, University of Kentucky-Lexington, University of Virginia-Charlottesville, University of New Mexico-Main Campus, University of Iowa, University of Tennessee-Knoxville, West Virginia University, University of North Carolina-Chapel Hill

Group 3: Free-Standing Health Science Centers

MEDICAL UNIVERSITY OF SOUTH CAROLINA, Louisiana State University Medical Center, University of Tennessee Health Science Center, University of Kansas Medical Center, State University of New York Downstate Medical Center, University of Colorado Health Science Center, Medical College of Georgia

Group 4: Four-Year Institutions with Medium Enrollment]

THE CITADEL, COLLEGE OF CHARLESTON, LANDER COLLEGE, SOUTH CAROLINA STATE COLLEGE, WINTHROP COLLEGE, FRANCIS MARION COLLEGE, University of North Alabama, University of Tennessee at Martin, Virginia State University, Alcorn State University, Longwood College, University of Montevallo, Jacksonville State University, Arkansas Technical University, Augusta (GA) College, Austin Peay State University, Valdosta State College, Pembroke State University, Fayetteville State University, North Georgia College, McNeese State University

Group 5: Four-Year Branch Campuses

UNIVERSITY OF SOUTH CAROLINA-AIKEN, UNIVERSITY OF SOUTH CAROLINA-COASTAL CAROLINA, UNIVERSITY OF SOUTH CAROLINA-SPARTANBURG, University of North Carolina-Asheville, University of Maine-Farmington, University of Minnesota-Morris, University of Arkansas-Monticello, Christopher Newport College, Indiana University-Kokomo

Group 6: Rural Two-Year Institutions in the Southeast with Greater than 75% Arts and Sciences

UNIVERSITY OF SOUTH CAROLINA-BEAUFORT, UNIVERSITY OF SOUTH CAROLINA-SALKEHATCHIE, UNIVERSITY OF SOUTH CAROLINA-LANCASTER, UNIVERSITY OF SOUTH CAROLINA-UNION, UNIVERSITY OF SOUTH CAROLINA-SUMTER, Emanuel County Junior College, Patrick Henry State Junior College, Arkansas State University Beebe Branch, Lurleen B. Wallace State Junior College, Brewer State Junior College, Waycross Junior College, North Arkansas Community College, Southern Arkansas University El Dorado Branch, Jefferson Davis State Junior College, Mississippi County Community College

Group 7: Rural Two-Year Institutions in the Southeast with Less than 25% Arts and Sciences

AIKEN TECHNICAL COLLEGE, CHESTERFIELD-MARLBORO TECHNICAL COLLEGE, WILLIAMSBURG TECHNICAL COLLEGE, BEAUFORT TECHNICAL COLLEGE, DENMARK TECHNICAL COLLEGE, Martin Community College, Carteret Technical College, McDowell Technical Institute, Montgomery Technical Institute, Beaufort County Community College, Roanoke-Chowan Technical College, Paul D. Camp Community College, Tri-County Community College, Piedmont Technical College (NC), Stanly Technical College, Sampson Technical College, Anson Technical College, Dabney S. Lancaster Community College, Patrick Henry Community College, Halifax Community College

Group 8: Medium Size Two-Year Institutions in the Southeast with Less than 25% Arts and Sciences

ORANGEBURG-CALHOUN TECHNICAL COLLEGE, PIEDMONT TECHNICAL COLLEGE, SPARTANBURG TECHNICAL COLLEGE, SUMTER AREA TECHNICAL COLLEGE, HORRY-GEORGETOWN TECHNICAL COLLEGE, FLORENCE-DARLINGTON TECHNICAL COLLEGE, YORK TECHNICAL COLLEGE, TRI-COUNTY TECHNICAL COLLEGE, Brunswick Junior College, Cape Fear Technical Institute, Virginia Highlands Community College, Johnston Technical College, Lenoir Community College, Dalton Junior College, Phillips County Community College, Whytheville Community College, Wilson County Technical Institute, George C. Wallace State Community College-Selma, Central Carolina Technical College, Richmond Technical College, Rowan Technical College, Robeson Technical College, Technical College of Alamance

Group 9: Urban Two-Year Institutions in the Southeast with Less than 25% Arts and Sciences

TRIDENT TECHNICAL COLLEGE, MIDLANDS TECHNICAL COLLEGE, GREENVILLE TECHNICAL COLLEGE, State Technical Institute-Memphis, John C. Calhoun State Community College, Chattanooga State Technical Community College, Fayetteville Technical Institute, Jefferson State Junior College, Nashville State Technical Institute, Virginia Western Community College, Guilford Technical Institute, Wake Technical College, Forsyth Technical Institute

Summary of Peer Group Comparisons

In order to compare peer institutions, HEGIS data was obtained from NCHEMS describing sources of revenues, expenditures by function, resource allocation ratios, endowment levels, plant debt, tuition and fee levels, enrollment, numbers of faculty, faculty salaries and degrees awarded. Most of these data were obtained for two years (revenue and expenditure data was for 1980-81 and 1981-82; enrollment data was for fall, 1982; faculty data was for 1980-81 and 1982-83; degrees awarded was for 1980-81 and 1981-82). The tables contained in this appendix use data for the most recent year only. The following summarizes our primary findings about how South Carolina's collegs and universities compare to their peers.

First, in comparison with its peers, Clemson's enrollment is relatively small, its percentage of graduate students is low, its revenues from government grants and contracts is low, its expenditures for research are low, its endowment is low, and its plant debt is high.

Second, the University of South Carolina at Columbia (USC) has very low revenues from most sources in comparison to its peers. It is lowest in both government grants and contracts and private gifts, grants and contracts. It has low expenditures for research, instruction and public service and it spends the lowest proportion of instructional expenditures on libraries. Its tuition is high for residents and low for nonresidents. USC has a lower than average percentage of upper division and graduate students as well as a higher than average reliance on part-time students.

Third, the Medical University generally compares well to its peers. However, its tuition is very low and its percentage of black students is lower than its peer group average. The Medical University is high in expenditures for libraries, student services and public service while it is low in research expenditures.

Fourth, in general, resident tuition levels are high in South Carolina while nonresident tuitions tend to be lower than average. Fifth, revenues from grants and contracts are low as are expenditures for research. Sixth, expenditures for public service and plant operation and maintenance are relatively high.

Seventh, South Carolina colleges and universities are generally smaller than the average size of their peers, with the exception of the four-year branch campuses of USC and the technical colleges. Eighth, the percentage of black students tends to be higher than average. Ninth, the percentage of graduate students tends to be lower than average. Tenth, faculty salaries are generally average in South Carolina.

Peer Group Comparison Tables

The tables in this appendix are organized into eight parts (lettered A through H) for each of the nine categories of institutions. The eight parts are as follows:

A. Sources of revenue
B. Expenditures by function
C. Expenditure ratios
D. Tuition and fee levels
E. Enrollment level
F. Racial composition of enrollment
G. Faculty salary
H. Distribution of faculty

Each table contains comparison information formatted in a uniform way to show the average, the minimum and the maximum for each group; the value for each South Carolina institution; and the position of each institution in the group relative to the average. Each institution is placed into one of six categories depending upon whether it is more than 20 percent above the average, between 10 and 20 percent above the average, up to 10 percent above the average, up to 10 percent below the average, between 10 and 20 percent below the average, or more than 20 percent below the average (in the display, each institution is coded; South Carolina institutions are numbered and other institutions are lettered).

Table C-1, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR CLEMSON UNIVERSITY PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$4,385	(48.7%)*	$1,359	(15.1%)	$1,745	(18.8%)	$ 506	(5.3%)	$ 9,029
Highest	6,106	(61.6%)	1,873	(22.1%)	4,031	(29.5%)	1,353	(11.7%)	11,596
Lowest	2,699	(31.8%)	893	(9.0%)	534	(5.9%)	241	(2.8%)	6,722
Values for South Carolina Institutions									
Clemson University	6,077	(59.6%)	1,495	(14.6%)	602	(5.9%)	544	(5.3%)	10,203
Peer Group Distribution									
> 20% Above Average	E,1		B,C		B,C,F,H		C		C
10-20% Above Average			F				E		1
0-10% Above Average	G,H		A,1				G,1		E
0-10% Below Average	A,C		G						B,F,G,H
10-20% Below Average	D,F		H		G		H		A
> 20% Below Average	B		D,E		A,D,E,1		A,B,D,F		D

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

*Percentages are independent of the dollar figure.

Table C-1, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR CLEMSON UNIVERSITY PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$2,789 (31.4%)*	$2,505 (27.3%)	$1,198 (13.7%)	$244 (2.8%)	$690 (7.6%)	$284 (3.1%)	$ 8,986
Highest	3,193 (34.9%)	5,271 (45.4%)	2,258 (22.3%)	328 (4.2%)	963 (9.1%)	773 (8.4%)	11,606
Lowest	2,274 (22.7%)	1,403 (19.1%)	38 (0.3%)	157 (1.6%)	506 (6.9%)	15 (0.2%)	6,756
Values for South Carolina Institutions							
Clemson University	3,193 (31.5%)	1,952 (19.3%)	2,258 (22.3%)	328 (3.2%)	809 (8.0%)	193 (1.9%)	10,129
Peer Group Distribution							
> 20% Above Average		C,F	A,E,I,G	I	C	B,H	C
10-20% Above Average	E,I,G	E		A,D,H	I,H		E,I
0-10% Above Average	B,H			G	E		H
0-10% Below Average	A,C,F			B	G	G	B,F,G
10-20% Below Average	D	B,H	B,F	C	B,D,F	A,E,F	A
> 20% Below Average		A,D,I,G	C,D,H	E,F	A	C,D,I	D

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
I = Clemson University, SC

*Percentages are independent of the dollar figure.

Table C-1, Part C

RESOURCE ALLOCATION RATIOS FOR CLEMSON UNIVERSITY
PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	9.3%	8.8%	22.7%	18.5
Highest	12.5	12.5	62.9	22.5
Lowest	6.5	5.0	10.9	15.1
Values for South Carolina Institutions				
Clemson University	6.8	10.3	24.9	15.6
Peer Group Distribution				
> 20% Above Average	C,F,H	A,D	A,C	F
10-20% Above Average		1,H		H
0-10% Above Average	G		1	C,D
0-10% Below Average	E	B	H	A,B,E
10-20% Below Average	A,D	C,F,G	B,F	1,G
> 20% Below Average	B,1	E	D,E,G	

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

Table C-1, Part D

TUITION AND FEE LEVELS FOR CLEMSON UNIVERSITY
PEER GROUP, 1981-82

Peer Group Average and Range	Undergraduate Resident	Undergraduate Non-Resident	Graduate Resident	Graduate Non-resident	Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
Average	$1,010	$2,780	$1,111	$2,493	$1,075	21.9%
Highest	1,350	3,753	1,638	3,658	1,491	32.5
Lowest	670	2,160	670	1,227	338	6.2
Values for South Carolina Institutions						
Clemson University	1,350	2,788	1,350	1,350	1,301	22.8
Peer Group Distribution						
> 20% Above Average	1	B,F	F,1	B,H	B,C,1	B,F
10-20% Above Average			G,H	C,F	F	A,C
0-10% Above Average	F,G,H	C,1,H		E	A,G	D,1
0-10% Below Average	A,B,C		B	A		G
10-20% Below Average	D	A,E	A,C,D	D	D	
> 20% Below Average	E	D,G	E	1,G	E,H	E,H

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-1, Part E

DISTRIBUTION OF STUDENTS FOR CLEMSON UNIVERSITY
PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	16,223	45.9%	39.5%	12.8%	13.4%	86.5%
Highest	21,147	48.9	41.5	16.1	30.4	94.4
Lowest	10,626	42.9	34.5	8.5	5.6	69.6
Values for South Carolina Institutions						
Clemson University	11,050	48.9	40.1	9.8	12.7	87.3
Peer Group Distribution						
> 20% Above Average	G			C,D,G	D,E	
10-20% Above Average	E			B		
0-10% Above Average	A,B,D	A,B,E,1,H	A,B,D,F,1,H			A,B,C,F,1,G,H
0-10% Below Average	F,H	C,D,F,G	C,G	E,F,H	1	D
10-20% Below Average			E		A,B,C,G	E
> 20% Below Average	C,1			A,1	F,H	

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

Table C-1, Part F

BLACK/WHITE ENROLLMENT FOR CLEMSON UNIVERSITY
PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	3.3%	90.0%	3.3%	88.5%	3.5%	91.7%	2.3%	79.0%
Highest	7.9	96.1	7.5	91.8	8.0	96.6	5.2	88.5
Lowest	1.2	82.4	0.6	82.1	1.3	85.8	0.7	64.3
Values for South Carolina Institutions								
Clemson University	3.4	93.7	4.7	91.8	3.5	94.7	2.5	84.0
Peer Group Distribution								
> 20% Above Average	C,E		C,E,1		C,E		A,C,E	
10-20% Above Average	G				G			A
0-10% Above Average	1	A,B,D,1,G	A	A,D,F,1,G	1	A,B,D,1,G	1	B,D,F,1
0-10% Below Average		C,E,F,H		B,C,E,H		C,E,F,H		E,G,H
10-20% Below Average	D		G		D		D	C
> 20% Below Average	A,B,F,H		B,D,F,H		A,B,F,H		B,F,G,H	

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

Table C-1, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR CLEMSON UNIVERSITY
PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$36,372	$27,175	$23,722	$18,418	$28,790
Highest	41,755	31,036	27,999	25,584	34,550
Lowest	33,332	22,443	21,498	16,260	26,676
Values for South Carolina Institutions					
Clemson University	36,443	22,443	27,999	16,260	28,541
Peer Group Distribution					
> 20% Above Average				C	C
10-20% Above Average	C,G	C,G	C,1	E	
0-10% Above Average	E,1	E	G	G	B,G
0-10% Below Average	A,B,D,F,H	A,B,D,F,H	A,B,D,E,F,H	B,D	A,D,E,F,1,H
10-20% Below Average		1		A,F,1,H	
> 20% Below Average					

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

Table C-1, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME
9/10 AND 11/12 MONTH, FOR CLEMSON UNIVERSITY
PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	35.7%	29.8%	25.5%	5.6%	65.2%
Highest	46.5	34.7	31.5	10.7	78.7
Lowest	25.6	21.9	20.6	1.2	53.3
Values for South Carolina Institutions					
Clemson University	36.1	21.9	28.4	5.5	59.4
Peer Group Distribution					
> 20% Above Average	B,C		G	A,D,F,G	B
10-20% Above Average		A,H	A,1		H
0-10% Above Average	D,F,1,H	B,C,F,G	H		C,D,F
0-10% Below Average		D	C,D,E	1	A,1
10-20% Below Average	E	E	B,F		E,G
> 20% Below Average	A,G	1		B,C,E,H	

Institutional Codes

A = Auburn University-Main Campus, AL
B = Colorado State University, CO
C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
1 = Clemson University, SC

Table C-1, Part I

ENDOWMENT, PLANT DEBT PER FTE STUDENT AND RATIO OF REVENUE TO EXPENDITURE FOR AUXILIARY ENTERPRISES FOR CLEMSON UNIVERSITY PEER GROUP, 1981-82

	Market Value of Endowment - End of Year	Current Income From Endowment	Plant Debt Per FTE Student	Ratio of Revenue to Expenditure for Auxiliary Enterprises
Peer Group Average and Range				
Average	$ 7,739,231	$ 827,355	$1,543	1.04
Highest	18,421,296	3,212,482	3,859	1.18
Lowest	1,042,951	97,475	0	.75
Values for South Carolina Institutions				
Clemson University	2,611,103	211,610	2,720	1.04
Peer Group Distribution				
> 20% Above Average	A,C,E	B,C	B,I,H	Information unavailable
10-20% Above Average	G			
0-10% Above Average				
0-10% Below Average		G		
10-20% Below Average		A	A,E	
> 20% Below Average	B,D,F,I,H	D,E,F,I,H	C,D,F,G	

Institutional Codes

A = Auburn University-Main Campus, AL
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C = Georgia Institute of Technology, GA
D = Kansas State University, Agriculture and Applied Science, KS
E = North Carolina State University-Raleigh, NC
F = Oregon State University, OR
G = Virginia Polytechnic Institute and State University, VA
H = Washington State University, WA
I = Clemson University, SC

Table C-2, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$38,002	(65.6%)*	$2,190	(3.8%)	$10,839	(17.9%)	$3,369	(6.1%)	$57,872
Highest	60,734	(78.1%)	3,714	(7.0%)	27,431	(33.8%)	8,596	(15.6%)	81,141
Lowest	18,124	(49.0%)	609	(1.1%)	5,432	(10.3%)	889	(1.7%)	36,964
Values for South Carolina Institutions									
Medical University of South Carolina	41,563	(78.1%)	609	(1.1%)	6,125	(11.5%)	1,589	(3.0%)	53,211
Peer Group Distribution									
> 20% Above Average	C		C,D		C,D		D,F		C,D
10-20% Above Average			E,F						
0-10% Above Average	1,D,E								B,1,E
0-10% Below Average									
10-20% Below Average	A,B						A		
> 20% Below Average	F		A,B,1		A,B,1,E,F		B,C,1,E		A,F

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

*Percentages are independent of the dollar figure.

Table C-2, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$20,398 (49.2%)*	$ 6,702 (14.9%)	$ 1,306 (7.6%)	$417 (1.0%)	$3,764 (9.0%)	$ 680 (1.6%)	$42,091
Highest	25,908 (62.2%)	18,478 (33.5%)	11,652 (25.5%)	669 (1.6%)	5,185 (12.9%)	3,167 (7.9%)	55,109
Lowest	17,333 (38.0%)	3,436 (8.4%)	0 (0.0%)	294 (0.6%)	2,944 (6.6%)	75 (0.2%)	32,080
Values for South Carolina Institutions							
Medical University of South Carolina	17,731 (41.7%)	5,179 (12.2%)	8,142 (19.1%)	669 (1.6%)	3,842 (9.0%)	75 (0.2%)	42,552
Peer Group Distribution							
> 20% Above Average	D	D	B,L	L	E	E	D
10-20% Above Average					B		
0-10% Above Average	C			C,E,F	L		B,C,L
0-10% Below Average	A,E,F				D		E
10-20% Below Average	B,L	C,E	F	D	C,F	D	F
> 20% Below Average		A,B,L,F	A,C,D,E	A,B	A	A,B,C,L,F	A

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
L = Medical University of South Carolina, SC

*Percentages are independent of the dollar figure.

Table C-2, Part C

RESOURCE ALLOCATION RATIOS FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA
PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	2.7%	2.0%	18.5%	10.7
Highest	3.7	3.8	25.9	14.7
Lowest	1.7	1.3	12.1	6.0
Values for South Carolina Institutions				
Medical University of South Carolina	3.4	3.8	19.6	6.8
Peer Group Distribution				
> 20% Above Average	B,1	1	B,C	E,F
10-20% Above Average		F		D
0-10% Above Average	C,E	E	1	A
0-10% Below Average		C	E	B
10-20% Below Average	A,D	A,B	A,D	
> 20% Below Average	F	D	F	C,1

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

Table C-2, Part D

TUITION AND FEE LEVELS FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA
PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$ 998	$2,734	$1,242	$2,857	$1,510	4.7%
Highest	1,614	7,104	2,745	7,104	3,507	10.8
Lowest	570	1,500	251	251	-644	-2.1
Values for South Carolina Institutions						
Medical University of South Carolina	962	1,672	251	251	534	1.9
Peer Group Distribution						
> 20% Above Average	D	D	C,D,F	D,F	C,D,F	C,D,F
10-20% Above Average	C					
0-10% Above Average	1,F					
0-10% Below Average		F				A
10-20% Below Average	A	A		A	A	
> 20% Below Average	B,E	B,C,1,E	A,B,1,E	B,C,1,E	B,1,E	B,1,E

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-2, Part E

DISTRIBUTION OF STUDENTS FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	1,740	4.6%	27.2%	66.6%	10.1%	89.8%
Highest	2,498	10.3	32.8	72.8	26.4	97.3
Lowest	1,290	0.1	17.9	56.1	2.7	73.6
Values for South Carolina Institutions						
Medical University of South Carolina	1,669	6.0	28.1	60.3	15.1	84.9
Peer Group Distribution						
> 20% Above Average	B	A,B,1	A		1,E	
10-20% Above Average	A,F		F			
0-10% Above Average			C,1,E	B,C,D,E,F		A,B,C,D,F
0-10% Below Average	1	E	D	1		1
10-20% Below Average	E			A	D	E
> 20% Below Average	C,D	C,D,F	B		A,B,C,F	

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

Table C-2, Part F

BLACK/WHITE ENROLLMENT FOR MEDICAL UNIVERSITY
OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Full-time		Part-time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	4.8%	90.5%	8.1%	84.9%	8.1%	87.8%	3.6%	91.6%
Highest	13.5	95.8	23.6	94.6	24.1	96.2	8.8	95.1
Lowest	1.0	80.0	1.3	65.7	1.9	65.8	0.5	85.4
Values for South Carolina Institutions								
Medical University of South Carolina	4.1	91.9	3.9	94.3	7.2	90.3	2.5	94.0
Peer Group Distribution								
> 20% Above Average	A,C		A,B		B,C		A,C	
10-20% Above Average	B		C	1,D,E,F			B	
0-10% Above Average		A,B,1,E,F				A,1,D,E,F		B,1,E,F
0-10% Below Average		D		A		B		A,C,D
10-20% Below Average	1	C		B	A,1			
> 20% Below Average	D,E,F		1,D,E,F	C	D,E,F	C	1,D,E,F	

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

Table C-2, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR MEDICAL UNIVERSITY
OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$40,500	$30,891	$24,222	$19,327	$27,150
Highest	49,421	39,176	32,223	27,570	30,496
Lowest	32,333	25,198	20,408	15,630	21,824
Values for South Carolina Institutions					
Medical University of South Carolina	40,165	26,789	20,408	15,630	24,851
Peer Group Distribution					
> 20% Above Average	C	C	C	C	
10-20% Above Average	A			D	A,C
0-10% Above Average	B	A,B	D,F		B,D
0-10% Below Average	1	D,F	A,B	A,B,E	1,F
10-20% Below Average	D,F	1,E	1,E	1,F	E
> 20% Below Average	E				

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
1 = Medical University of South Carolina, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

Table C-2, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME
9/10 AND 11/12 MONTH, FOR MEDICAL UNIVERSITY
OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	16.5%	22.8%	32.6%	27.8%	35.7%
Highest	21.2	32.8	42.4	64.3	47.5
Lowest	2.7	8.1	24.9	12.1	10.4
Values for South Carolina Institutions					
Medical University of South Carolina	19.4	30.1	27.3	23.1	28.7
Peer Group Distribution					
> 20% Above Average	A,F	A,I	D	C,E	A,F
10-20% Above Average	B,I,D	F	B		B,E
0-10% Above Average		B,D	F		
0-10% Below Average			A,E		D
10-20% Below Average	E		I	I	I
> 20% Below Average	C	C,E	C	A,B,D,F	C

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
I = Medical University of South Carolina, SC

Table C-2, Part I

ENDOWMENT, PLANT DEBT PER FTE STUDENT AND RATIO OF REVENUE TO EXPENDITURE FOR AUXILIARY ENTERPRISES FOR MEDICAL UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Market Value of Endowment End of Year	Current Income From Endowment	Plant Debt Per FTE Student	Ratio of Revenue to Expenditure for Auxiliary Enterprises
Peer Group Average and Range				
Average	$2,074,005	$ 853,244	$ 3,943	.85
Highest	4,989,018	5,032,324	15,940	1.16
Lowest	0	0	0	-.17
Values for South Carolina Institutions				
Medical University of South Carolina	252,021	25,365	4,196	.89
Peer Group Distribution				
> 20% Above Average	C,D,F	E	E	Information unavailable
10-20% Above Average				
0-10% Above Average	A		I	
0-10% Below Average			B	
10-20% Below Average			F	
> 20% Below Average	B,I,E	A,B,C,I,D,F	A,C,D	

Institutional Codes

A = Medical College of Georgia, GA
B = Louisiana State University Medical Center, LA
C = State University of New York Downstate Medical Center, NY
D = University of Colorado Health Sciences Center, CO
E = University of Kansas Medical Center, KS
F = University of Tennessee Center for Health Sciences, TN
I = Medical University of South Carolina, SC

Table C-3, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$4,857	(52.1%)*	$1,222	(13.9%)	$1,887	(19.6%)	$ 423	(4.0%)	$ 9,448
Highest	6,897	(60.9%)	1,889	(21.4%)	3,199	(24.3%)	1,014	(6.8%)	14,880
Lowest	2,936	(41.4%)	791	(7.1%)	702	(12.0%)	41	(0.7%)	5,682
Values for South Carolina Institutions									
University of South Carolina-Columbia	3,550	(60.9%)	1,231	(21.1%)	702	(12.0%)	41	(0.7%)	5,832
Peer Group Distribution									
> 20% Above Average	A,B,C		G		C,E		C,G		C,G
10-20% Above Average	G		A		A,G		E		
0-10% Above Average			1				A		A,B,E
0-10% Below Average	F		B,D,F		B				
10-20% Below Average	E		C,E		H				F
> 20% Below Average	1,D,H		H		1,D,F		B,1,D,F,H		1,D,H

Institutional Codes

A = University of Iowa, IA
B = University of Kentucky, KY
C = University of North Carolina-Chapel Hill, NC
D = University of Tennessee-Knoxville, TN
E = University of Utah, UT
F = West Virginia University, WV
G = University of Virginia-Main Campus, VA
H = University of New Mexico-Main Campus, NM
1 = University of South Carolina-Columbia, SC

*Percentages are independent of the dollar figure.

Table C-3, Part B

EDUCATION AND GENERAL EXPENDITURES PER FTE STUDENT FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$3,505 (39.6%)*	$1,496 (15.8%)	$ 974 (9.9%)	$310 (3.9%)	$ 796 (9.2%)	$294 (3.2%)	$ 8,949
Highest	6,025 (47.7%)	2,845 (21.0%)	2,625 (20.3%)	429 (6.5%)	1,105 (12.4%)	639 (6.3%)	14,846
Lowest	2,241 (33.6%)	629 (10.3%)	214 (2.7%)	181 (1.2%)	572 (7.2%)	41 (0.7%)	5,721
Values for South Carolina Institutions							
University of South Carolina-Columbia	2,785 (47.7%)	629 (10.8%)	340 (5.8%)	326 (5.6%)	723 (12.4%)	41 (0.7%)	5,842
Peer Group Distribution							
> 20% Above Average	C	B,C,E,G	B,C,E	A,G,H	C,F	A,C,G	C
10-20% Above Average	A,G					H	B,G
0-10% Above Average	B			1	A,G		A,E
0-10% Below Average	E	A		D,F	B,1		F
10-20% Below Average	F			E	E,H	B,D	
> 20% Below Average	1,D,H	1,D,F,H	A,1,D,F,G,H	B,C	D	1,E,F	1,D,H

Institutional Codes

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E = University of Utah, UT
F = West Virginia University, WV
G = University of Virginia-Main Campus, VA
H = University of New Mexico-Main Campus, NM
1 = University of South Carolina-Columbia, SC

*Percentages are independent of the dollar figure.

Table C-3, Part C

RESOURCE ALLOCATION RATIOS FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	9.1%	9.9%	17.1%	20.0
Highest	14.3	19.1	25.3	23.5
Lowest	6.1	3.0	8.0	16.3
Values for South Carolina Institutions				
University of South Carolina-Columbia	8.5	11.7	21.8	21.5
Peer Group Distribution				
> 20% Above Average	G,H	H	1,F,G,H	
10-20% Above Average	E	1,D		A,D,E,H
0-10% Above Average		F,G	E	1
0-10% Below Average	C,1	A		F
10-20% Below Average	A,D,F	E	B	B,G
> 20% Below Average	B	B,C	A,C,D	C

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Table C-3, Part D

TUITION AND FEE LEVELS FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$ 837	$2,288	$ 880	$2,204	$ 928	16.0%
Highest	1,146	2,646	1,146	2,646	1,249	24.6
Lowest	628	1,708	658	1,040	448	6.9
Values for South Carolina Institutions						
University of South Carolina-Columbia	1,040	2,220	1,040	1,040	1,189	24.6
Peer Group Distribution						
> 20% Above Average	1,G		A,G	G	1,G	1,D
10-20% Above Average	A	C,G	1	A,C,D	F	F
0-10% Above Average	E	A,B,E	D	B,E,H	A,D	E,G
0-10% Below Average		1,D,H	B,E		B,E	A
10-20% Below Average	B,C,D,H		H			B
> 20% Below Average	F	F	C,F	1,F	C,H	C,H

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F = West Virginia University, WV
G = University of Virginia-Main Campus, VA
H = University of New Mexico-Main Campus, NM
1 = University of South Carolina-Columbia, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-3, Part E

DISTRIBUTION OF STUDENTS FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	19,900	44.0%	31.9%	20.3%	24.4%	75.5%
Highest	24,717	54.8	37.7	30.4	41.7	90.5
Lowest	16,055	32.1	25.2	14.0	9.5	58.3
Values for South Carolina Institutions						
University of South Carolina-Columbia	19,567	44.0	31.1	17.8	32.3	67.7
Peer Group Distribution						
> 20% Above Average	A	E		A,C,G	1,E,H	
10-20% Above Average	D	D	B,C			C,G
0-10% Above Average	C,E	B,1,H	D,F	F		A,B,D,F
0-10% Below Average	B,1,F	A,F	A,1,E,G		A,D	E
10-20% Below Average	G,H	G		1,D,H	B,F	1
> 20% Below Average		C	H	B,E	C,G	H

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H = University of New Mexico-Main Campus, NM
1 = University of South Carolina-Columbia, SC

Table C-3, Part F

BLACK/WHITE ENROLLMENT FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	4.9%	86.9%	3.8%	89.1%	5.4%	87.6%	3.0%	85.0%
Highest	12.9	92.9	11.4	95.7	14.4	94.2	6.6	90.6
Lowest	0.6	65.9	0.3	73.3	0.6	65.7	0.6	71.7
Values for South Carolina Institutions								
University of South Carolina-Columbia	12.9	82.0	11.4	84.9	14.4	81.9	5.3	85.2
Peer Group Distribution								
> 20% Above Average	C,1,G		C,1,G		C,1,G		C,1	
10-20% Above Average							D	
0-10% Above Average		A,B,C,D,E, F,G	B	A,B,C,D,E, F,G		A,B,C,D,E,F	B,G	B,C,1,D,E, F,G
0-10% Below Average	D	1	D	1	D	1,G		A
10-20% Below Average				H			A	H
> 20% Below Average	A,B,E,F,H	H	A,E,F,H		A,B,E,F,H	H	E,F,H	

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Table C-3, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME 9/10 AND 11/12 MONTH, FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP,** 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$37,870	$28,118	$22,507	$18,692	$29,894
Highest	44,904	30,743	24,560	22,225	33,040
Lowest	31,729	25,670	20,652	15,926	25,150
Values for South Carolina Institutions					
University of South Carolina-Columbia	37,424	27,631	21,726	17,024	27,738
Peer Group Distribution					
> 20% Above Average					
10-20% Above Average	G			A,C	G
0-10% Above Average	A,C,E	A,B,C,G	A,B,C,G	B,E	A,C,E
0-10% Below Average	B,I,D,H	I,D,E,F,H	I,D,E,F,H	I,G,H	B,I,D,H
10-20% Below Average	F			D,F	F
> 20% Below Average					

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H = University of New Mexico-Main Campus, NM
I = University of South Carolina-Columbia, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

**Medical school faculty salaries are not included.

Table C-3, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME 9/10 AND 11/12 MONTH, FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	38.1%	30.9%	24.9%	3.8%	66.8%
Highest	48.4	35.8	28.4	9.8	73.2
Lowest	28.0	25.3	19.4	1.6	59.5
Values for South Carolina Institutions					
University of South Carolina-Columbia	28.0	35.8	25.4	9.8	62.1
Peer Group Distribution					
> 20% Above Average	E			1,D,F	
10-20% Above Average	A,C	B,1	B,F,G,H		
0-10% Above Average		A,D	1		A,B,C,D,E
0-10% Below Average	B,D,G,H	E,F,G,H	A,D		1,F,H
10-20% Below Average	F	C	C		G
> 20% Below Average	1		E	A,B,C,E,G,H	

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H = University of New Mexico-Main Campus, NM
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Table C-3, Part I

ENDOWMENT, PLANT DEBT PER FTE STUDENT AND RATIO OF REVENUE TO EXPENDITURE FOR AUXILIARY ENTERPRISES FOR UNIVERSITY OF SOUTH CAROLINA-COLUMBIA PEER GROUP, 1981-82

	Market Value of Endowment - End of Year	Current Income From Endowment	Plant Debt Per FTE Student	Ratio of Revenue to Expenditure for Auxiliary Enterprises
Peer Group Average and Range				
Average	$ 32,688,874	$2,108,735	$2,614	1.03
Highest	153,671,602	7,122,336	4,285	1.23
Lowest	198,350	0	935	.82
Values for South Carolina Institutions				
University of South Carolina-Columbia	6,117,910	0	2,804	1.05
Peer Group Distribution				
> 20% Above Average	C,G	C,E,G,H	A,B,D	Information unavailable
10-20% Above Average	H			
0-10% Above Average			1	
0-10% Below Average				
10-20% Below Average				
> 20% Below Average	A,B,1,D,E,F	A,B,1,D,E	C,E,F,G,H	

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Table C-4, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR PUBLIC FOUR-YEAR COLLEGES PEER GROUP, 1981-82

Peer Group Average and Range	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Average	$2,694	(62.9%)*	$ 922	(21.9%)	$ 487	(9.8%)	$ 62	(1.3%)	$4,348
Highest	3,600	(71.8%)	1,528	(30.2%)	2,254	(30.3%)	433	(7.5%)	7,441
Lowest	1,982	(47.1%)	489	(9.7%)	1	(0.0%)	0	(0.0%)	3,107
Values for South Carolina Institutions									
The Citadel	3,600	62.2%)	1,528	(26.4%)	161	(2.8%)	433	(7.5%)	5,790
College of Charleston	2,701	(63.0%)	1,254	(29.2%)	206	(4.8%)	4	(0.1%)	4,289
Lander College	2,672	(64.3%)	1,255	(30.2%)	145	(3.5%)	0	(0.0%)	4,155
S.C. State College	3,352	(66.2%)	489	(9.7%)	1,066	(21.0%)	75	(1.5%)	5,065
Winthrop College	2,763	(63.4%)	1,184	(27.2%)	247	(5.7%)	37	(0.8%)	4,360
Francis Marion College	2,934	(71.0%)	911	(22.0%)	185	(4.5%)	72	(1.7%)	4,134
Peer Group Distribution									
> 20% Above Average	I,J,K,1,4		1,2,3,5,O		A,I,J,4,O		D,H,J,1,M		I,J,1,O
10-20% Above Average							4,6		A,4
0-10% Above Average	2,5,6		A,M,N						K,5
0-10% Below Average	A,F,3,L N,O		B,D,I,6,L						2,3,L,N,6
10-20% Below Average	D,E,G,H,M		C,E,G,J		K,N				D,H,M
> 20% Below Average	B,C		F,H,K,4		B,C,D,E,F,G,H,1,2,3, ,L,M,6		A,B,C,E,F,G,I,K,2,3, 5,L,N,O		B,C,E,F,G

Institutional Codes

A = University of Montevallo, AL
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K = Pembroke State University, NC
L = Austin Peay State University, TN
M = University of Tennessee-Martin, TN
N = Longwood College, VA
O = Virginia State University, VA
1 = The Citadel, SC
2 = College of Charleston, SC
3 = Lander College, SC
4 = South Carolina State College, SC
5 = Winthrop College, SC
6 = Francis Marion College, SC

*Percentages are independent of the dollar figure.

Table C-4, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR PUBLIC FOUR-YEAR COLLEGES PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$1,929 (46.1%)*	$112 (2.0%)	$132 (2.6%)	$334 (7.8%)	$ 593 (13.9%)	$173 (3.5%)	$4,265
Highest	2,645 (52.5%)	928 (13.1%)	764 (14.4%)	698 (13.9%)	1,117 (20.3%)	967 (13.6%)	7,106
Lowest	1,440 (34.3%)	0 (0.0%)	0 (0.0%)	139 (2.9%)	314 (8.7%)	0 (0.0%)	2,773
Values for South Carolina Institutions							
The Citadel	2,463 (42.3%)	61 (1.0%)	45 (0.8%)	698 (12.0%)	1,117 (19.2%)	62 (1.1%)	5,821
College of Charleston	2,226 (49.9%)	115 (2.6%)	0 (0.0%)	238 (5.3%)	787 (17.7%)	45 (1.0%)	4,457
Lander College	1,957 (47.2%)	0 (0.0%)	0 (0.0%)	488 (11.8%)	501 (12.1%)	0 (0.0%)	4,145
S.C. State College	2,466 (44.0%)	404 (7.2%)	251 (4.5%)	359 (6.4%)	657 (11.7%)	226 (4.0%)	5,604
Winthrop College	1,874 (43.5%)	25 (0.6%)	201 (4.7%)	289 (6.7%)	541 (12.6%)	95 (2.2%)	4,305
Francis Marion College	1,756 (42.5%)	35 (0.8%)	18 (0.4%)	411 (10.0%)	839 (20.3%)	89 (2.1%)	4,130
Peer Group Distribution							
> 20% Above Average	I,J,1,4	H,I,4,O	A,D,I,K,4,5,O	I,K,1,3,L,M,6	A,I,1,2,6	A,I,J,4,M	I,J,1,4,O
10-20% Above Average	K,2			A	4		A
0-10% Above Average	3,L,O	2		J,4	K,O		K,2,5
0-10% Below Average	A,G,5,N,6		J		J,5	D	3,L,6
10-20% Below Average	C,E,F,H,M			5	F,3,L,M	C,K	D,F,M,N
> 20% Below Average	B,D	A,B,C,D,E,F,G, J,K,1,3,5,L,M, N,6	B,C,E,F,G,H,1, 2,3,L,M,N,6	B,C,D,E,F,G,H, 2,N,O	B,C,D,E,G,H,N	B,E,F,G,H,1,2, 3,5,L,N,O,6	B,C,E,G,H

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2 = College of Charleston, SC
3 = Lander College, SC
4 = South Carolina State College, SC
5 = Winthrop College, SC
6 = Francis Marion College, SC

*Percentages are independent of the dollar figure.

Table C-4, Part C

RESOURCE ALLOCATION RATIOS FOR PUBLIC FOUR-YEAR COLLEGES PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	9.8%	17.0%	31.0%	19.6
Highest	16.2	28.3	47.2	25.7
Lowest	6.8	7.5	17.2	14.3
Values for South Carolina Institutions				
The Citadel	7.8	28.3	37.9	17.2
College of Charleston	8.9	10.7	28.9	22.7
Lander College	10.4	24.9	47.2	18.2
S.C. State College	6.9	14.6	29.6	16.3
Winthrop College	12.2	15.4	31.4	20.9
Francis Marion College	16.2	23.4	33.6	20.6
Peer Group Distribution				
> 20% Above Average	B,C,5,6	I,K,1,3,L,M,6	F,G,1,3,N,O	B,H,M
10-20% Above Average	D,E,H	A	E	C,D,2
0-10% Above Average	G,K,3,N		5,6	E,F,G,5,L,6
0-10% Below Average	F,2	H,5	D,K,2,4	3,O
10-20% Below Average	I	B,D,F,4	A,I	K,1,4,N
> 20% Below Average	A,J,1,4,L,M,O	C,E,G,J,2,N,O	B,C,H,J,L,M	A,I,J

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5 = Winthrop College, SC
6 = Francis Marion College, SC

Table C-4, Part D

TUITION AND FEE LEVELS FOR PUBLIC FOUR-YEAR COLLEGES PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$ 791	$1,696	$ 799	$1,633	$ 749	20.3%
Highest	1,390	2,280	1,390	2,430	1,466	31.8
Lowest	548	1,050	548	856	-54	-1.1
Values for South Carolina Institutions						
The Citadel	980	2,180	1,080	1,080	1,466	25.9
College of Charleston	850	1,750	850	1,750	1,209	29.3
Lander College	1,050	1,650	-	-	1,254	30.3
S.C. State College	750	1,500	750	1,500	263	5.8
Winthrop College	1,012	1,800	730	856	1,089	29.0
Francis Marion College	680	1,320	658	1,126	822	20.6
Peer Group Distribution						
> 20% Above Average	1,3,5,N,O	J,K,1,L,M	1,N,O	J,K,L,M	1,2,3,5,O	B,E,1,2,3,5,N,O
10-20% Above Average		N	M	N	B,L,N	D
0-10% Above Average	I,2	F,I,2,5	A,D,I,2,L	D,E,F,I,2,O	E,6	C,G,L,M,6
0-10% Below Average	A,B,D,4,M	E,G,3,O	B,C,4,5	B,G,4	D,G,M	F,H
10-20% Below Average	C,E,F,G,L,6	B,D,4	F,G,6		C,F,H	
> 20% Below Average	H,J,K	A,C,H,6	E,H,J,K	A,C,H,1,5,6	A,I,J,K,4	A,I,J,K,4

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3 = Lander College, SC
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5 = Winthrop College, SC
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*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-4, Part E

DISTRIBUTION OF STUDENTS FOR PUBLIC FOUR-YEAR COLLEGES
OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	3,346	61.5%	30.7%	4.6%	23.0%	76.9%
Highest	5,625	69.0	38.8	10.8	45.3	89.1
Lowest	1,799	51.2	21.9	0.4	6.2	54.7
Values for South Carolina Institutions						
The Citadel	2,553	51.2	36.8	10.8	32.3	67.7
College of Charleston	4,418	65.8	23.8	0.9	27.7	72.3
Lander College	1,799	69.0	28.8	0.7	19.3	80.7
S.C. State College	3,527	58.5	29.5	6.7	18.8	81.2
Winthrop College	4,246	51.4	38.8	4.6	19.8	80.2
Francis Marion College	2,346	67.6	26.3	2.2	29.2	70.8
Peer Group Distribution						
> 20% Above Average	B,C,G,H,2,5,M		I,5	C,E,F,G,1,4	C,E,H,1,2,6	N
10-20% Above Average	O	3	A,B,1,N	O	G	I
0-10% Above Average	4,L	D,E,H,J,2,L, M,N,O,6	D,K,L,M	A,H,J,L	B,K,O	A,D,F,J,3,4,5, L,M
0-10% Below Average	E	A,B,C,F,G,I, K,4	C,F,G,3,4	B,5		B,C,G,K,2,O,6
10-20% Below Average	D	1,5	H,J,O,6		A,J,3,4,5,L	H,1
> 20% Below Average	A,F,I,J,K,1, 3,N,6		E,2	D,I,K,2,3,M,N,6	D,F,I,M,N	E

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K = Pembroke State University, NC
L = Austin Peay State University, TN
M = University of Tennessee-Martin, TN
N = Longwood College, VA
O = Virginia State University, VA
1 = The Citadel, SC
2 = College of Charleston, SC
3 = Lander College, SC
4 = South Carolina State College, SC
5 = Winthrop College, SC
6 = Francis Marion College, SC

Table C-4, Part F

BLACK/WHITE ENROLLMENT FOR PUBLIC FOUR-YEAR COLLEGES
OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	26.6%	70.1%	19.8%	77.1%	26.6%	70.4%	20.7%	74.1%
Highest	98.5	94.9	79.7	98.1	97.7	94.9	93.7	98.1
Lowest	4.2	1.2	0.3	19.2	4.1	1.2	0.0	0.0
Values for South Carolina Institutions								
The Citadel	4.4	93.7	8.7	91.3	4.4	93.7	10.2	89.5
College of Charleston	6.8	90.1	7.7	90.3	6.7	90.5	12.8	84.6
Lander College	14.0	84.2	14.2	84.7	14.1	84.3	7.7	84.6
S.C. State College	97.3	1.4	77.4	22.5	97.6	1.2	84.4	14.8
Winthrop College	14.5	83.0	10.1	88.5	14.5	83.1	9.8	86.6
Francis Marion College	9.7	89.5	13.9	85.8	9.6	89.5	15.7	82.4
Peer Group Distribution								
> 20% Above Average	I,J,4,O	N,6,A,B,D, F,G,1,2,3	I,J,4,O	B,D,F,M	I,J,4,O	N,6,A,B,D, F,G,1,2	I,J,4,O	M,A,B,D, E,F,1,L
10-20% Above Average		C,E,H,5,L,M		L,N,6,A,C, G,1,2,5		M,C,E,H,3, 5,L		6,C,G,H, 2,3,5,N
0-10% Above Average				E,H,3				
0-10% Below Average								K
10-20% Below Average		K				K		
> 20% Below Average	1,2,3,5,L, M,N,6,A, B,C,D,E, F,G,H,K	I,J,4,O	1,2,3,5,L, M,N,6,A,B, C,D,E,F,G, H,K	I,J,K,4,O	1,2,3,5,L, M,N,6,A, B,C,D,E, F,G,H,K	I,J,4,O	1,2,3,5,L, M,N,6,A,B, C,D,E,F,G, H,K	I,J,4,O

Institutional Codes

A = University of Montevallo, AL
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K = Pembroke State University, NC
L = Austin Peay State University, TN
M = University of Tennessee-Martin, TN
N = Longwood College, VA
O = Virginia State University, VA
1 = The Citadel, SC
2 = College of Charleston, SC
3 = Lander College, SC
4 = South Carolina State College, SC
5 = Winthrop College, SC
6 = Francis Marion College, SC

Table C-4, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR PUBLIC FOUR-YEAR
COLLEGES PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$29,540	$24,810	$20,815	$16,913	$23,416
Highest	33,206	27,373	22,501	20,967	26,019
Lowest	25,786	22,516	18,649	14,672	19,274
Values for South Carolina Institutions					
The Citadel	30,766	25,308	20,592	-	26,019
College of Charleston	28,326	24,464	19,668	16,770	23,039
Lander College	29,742	24,180	20,096	14,757	22,882
S.C. State College	32,042	25,715	21,369	16,505	23,078
Winthrop College	32,354	26,567	21,850	15,428	25,128
Francis Marion College	31,214	24,030	19,629	14,708	21,910
Peer Group Distribution					
> 20% Above Average				H	
10-20% Above Average	E	C		C,J	1
0-10% Above Average	B,G,H,J,K,1,3,4,5,6	B,E,G,H,J,K,1,4,5	B,C,E,F,G,H,J,K,4,5	B,G,K,O	B,C,E,F,G,H,J,K,5
0-10% Below Average	A,C,F,2,L,M,N,O	A,D,F,I,2,3,L,M,N,O,6	A,D,I,1,2,3,M,N,O,6	D,E,F,2,4,5,N	A,D,2,3,4,L,M,N,O,6
10-20% Below Average	D,I		L	A,I,3,L,M,6	I
> 20% Below Average					

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3 = Lander College, SC
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5 = Winthrop College, SC
6 = Francis Marion College, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

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Table C-4, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME
9/10 AND 11/12 MONTH, FOR PUBLIC FOUR-YEAR
COLLEGES PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	21.8%	31.4%	32.1%	13.5%	58.7%
Highest	34.0	48.6	40.0	34.3	82.9
Lowest	6.8	16.4	18.0	1.4	26.4
Values for South Carolina Institutions					
The Citadel	34.0	40.8	23.8	1.4	78.2
College of Charleston	13.3	48.6	35.4	2.8	61.9
Lander College	18.2	44.3	26.1	11.4	67.0
S.C. State College	18.6	23.5	33.5	24.4	38.9
Winthrop College	28.5	23.5	36.0	12.0	60.5
Francis Marion College	19.4	32.0	21.4	27.2	61.2
Peer Group Distribution					
> 20% Above Average	A,F,G,1,5,L,M	C,D,1,2,3,M,N	G,J,O	C,I,4,O,6	B,1,M
10-20% Above Average	B		B,D,H,2,5		D,F,3,N
0-10% Above Average	E,H,O	A,E,6	E,F,I,4,L,N	H	A,E,2,5,6
0-10% Below Average	K	K	A	B,E,F	G,H,L
10-20% Below Average	3,4,N,6	J	K,3	3,5	C,K,O
> 20% Below Average	C,D,I,J,2	B,F,G,H,I,4,5,L,O	C,1,M,6	A,D,G,J,K,1,2,L,M,N	I,J,4

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K = Pembroke State University, NC
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M = University of Tennessee-Martin, TN
N = Longwood College, VA
O = Virginia State University, VA
1 = The Citadel, SC
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5 = Winthrop College, SC
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Table C-4, Part I

ENDOWMENT, PLANT DEBT PER FTE STUDENT AND RATIO OF REVENUE TO EXPENDITURE FOR AUXILIARY ENTERPRISES FOR PUBLIC FOUR-YEAR COLLEGES OF SOUTH CAROLINA PEER GROUP, 1981-82

	Market Value of Endowment End of Year	Current Income From Endowment	Plant Debt Per FTE Student	Ratio of Revenue to Expenditure for Auxiliary Enterprises
Peer Group Average and Range				
Average	$ 433,102	$12,470	$1,322	-
Highest	4,336,721	95,092	3,556	1.12
Lowest	0	0	0	.59
Values for South Carolina Institutions				
The Citadel	4,336,721	0	1,274	.98
College of Charleston	0	0	3,189	1.04
Lander College	0	0	1,101	1.08
S.C. State College	95,900	5,754	967	1.04
Winthrop College	504,817	17,359	1,431	1.10
Francis Marion College	0	0	1,372	.97
Peer Group Distribution				
> 20% Above Average	A,B,F,G,1	A,F,5,M	D,H,2,L,M,N	Information unavailable
10-20% Above Average	5			
0-10% Above Average	M	B,1	J,5,6	
0-10% Below Average			B,1	
10-20% Below Average			C,I,3	
> 20% Below Average	C,D.E.H,I,J,K,2,3,4,L, N,O,6	C,D,E,G,H,J,K,1,2,3,4, L,N,O,6	A,E,F,G,K,4,O	

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4 = South Carolina State College, SC
5 = Winthrop College, SC
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Table C-5, Part A

EDUCATION AND GENERAL REVENUE PER FTE STUDENT FOR FOUR-YEA[illegible]ICHES OF SOUTH CAROLINA PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$2,449	(62.5%)*	$ 965	(24.9%)	$340	(7.9%)	$ 52	(1.3%)	$3,938
Highest	3,396	(78.3%)	1,232	(35.5%)	967	(21.4%)	101	(2.3%)	4,673
Lowest	1,930	(47.4%)	578	(13.3%)	65	(1.5%)	11	(0.3%)	3,142
Values for South Carolina Institutions									
University of South Carolina:									
- Aiken	2,504	(67.3%)	992	(26.7%)	111	(3.0%)	59	(1.6%)	3,721
- Coastal Carolina	2,219	(62.5%)	997	(28.1%)	97	(2.7%)	82	(2.3%)	3,547
- Spartanburg	2,311	(64.3%)	949	(26.4%)	210	(5.8%)	65	(1.8%)	3,592
Peer Group Distribution									
> 20% Above Average	E		C,F		A,C,D		C,2,3		
10-20% Above Average	D						1		A,C,D,E
0-10% Above Average	A,1		D,1,2						
0-10% Below Average	C,2,3		3						1,2,3
10-20% Below Average	B		A,B				D,F		F
> 20% Below Average	F		E		B,E,1,2,F,3		A,B,E		B

Institutional Codes

A = University of Arkansas-Monticello, AR
B = Indiana University-Kokomo, IN
C = University of Maine-Farmington, ME
D = University of Minnesota-Morris, MN
E = University of North Carolina-Asheville, NC
F = Christopher Newport College, VA
1 = University of South Carolina-Aiken, SC
2 = University of South Carolina-Coastal Carolina, SC
3 = University of South Carolina-Spartanburg, SC

*Percentages are independent of the dollar figure.

Table C-5, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR FOUR-YEAR BRANCHES OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$1,806 (46.6%)*	$33 (0.8%)	$ 73 (17%)	$349 (8.8%)	$ 455 (11.1%)	$237 (5.7%)	$3,933
Highest	2,0335 (54.0%)	64 (1.5%)	185 (5.1%)	605 (11.2%)	1,049 (19.5%)	663 (15.7%)	5,385
Lowest	1,469 (37.8%)	5 (0.1%)	5 (0.1%)	146 (4.8%)	241 (7.5%)	58 (1.6%)	3,073
Values for South Carolina Institutions							
University of South Carolina:							
- Aiken	1,927 (51.7%)	6 (0.2%)	84 (2.2%)	419 (11.2%)	426 (11.4%)	59 (1.6%)	$3,727
- Coastal Carolina	1,801 (51.9%)	36 (1.0%)	25 (0.7%)	364 (10.5%)	327 (9.4%)	112 (3.2%)	3,474
- Spartanburg	1,694 (47.2%)	8 (0.2%)	185 (5.1%)	357 (10.0%)	402 (11.2%)	67 (1.9%)	3,588
Peer Group Distribution							
> 20% Above Average		C,D,E,F	C,D,3	D	D,E	A,C	D
10-20% Above Average	D		1	E,1		D	C
0-10% Above Average	C,E,1	2		2,3			A,E
0-10% Below Average	A,B,2,3		E		1		1,3
10-20% Below Average	F			A,F	C,3	F	2
> 20% Below Average		A,B,1,3	A,B,2,F	B,C	A,B,2,F	B,E,1,2,3	B,F

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3 = University of South Carolina-Spartanburg, SC

*Percentages are independent of the dollar figure.

Table C-5, Part C

RESOURCE ALLOCATION RATIOS FOR FOUR-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	11.1%	19.1%	31.5%	21.6
Highest	15.2	29.7	41.4	28.6
Lowest	5.8	8.8	22.0	18.7
Values for South Carolina Institutions				
University of South Carolina:				
- Aiken	12.2	21.7	22.0	19.5
- Coastal Carolina	9.4	20.2	23.6	21.5
- Spartanburg	10.9	21.1	32.8	22.6
Peer Group Distribution				
> 20% Above Average	E,F	D	A,C,D	B
10-20% Above Average		1,3		F
0-10% Above Average	B,1	E,2,F	E,3	C
0-10% Below Average	A,D,3			1,2,3
10-20% Below Average	2	A	B,F	A,D,E
> 20% Below Average	C	B,C	1,2	

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E = University of North Carolina-Asheville, NC
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3 = University of South Carolina-Spartanburg, SC

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Table C-5, Part D

TUITION AND FEE LEVELS FOR FOUR-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$ 907	$2,123	Does not apply		$ 728	21.2%
Highest	1,248	3,315			1,024	36.1
Lowest	586	1,453			199	5.8
Values for South Carolina Institutions						
University of South Carolina:						
- Aiken	770	1,760			933	26.1
- Coastal Carolina	770	1,760			885	26.8
- Spartanburg	770	1,760			883	26.5
Peer Group Distribution						
> 20% Above Average	C,D,F	C,D			1,2,F,3	1,2,F,3
10-20% Above Average						B
0-10% Above Average	B	B,E			B,C	
0-10% Below Average					D	C
10-20% Below Average	1,2,3	1,2,3				
> 20% Below Average	A,E	A,F			A,E	A,D,E

Institutional Codes

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1 = University of South Carolina-Aiken, SC
2 = University of South Carolina-Coastal Carolina, SC
3 = University of South Carolina-Spartanburg, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-5, Part E

DISTRIBUTION OF STUDENTS FOR FOUR-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	1,820	64.3%	25.9%	0.4%	35.9%	64.0%
Highest	2,810	79.3	37.7	3.2	75.4	86.8
Lowest	1,435	53.7	8.1	0.0	13.2	24.6
Values for South Carolina Institutions						
University of South Carolina:						
- Aiken	1,438	70.8	24.2	0.0	33.5	66.5
- Coastal Carolina	2,114	64.2	23.8	0.0	29.9	70.1
- Spartanburg	1,868	66.8	28.0	0.0	39.0	61.0
Peer Group Distribution						
> 20% Above Average	F	B	C,D	B	B,E,F	A,C,D
10-20% Above Average	2	1	A			
0-10% Above Average	E,3	A,D,3	3		3	1,2
0-10% Below Average	A	2	E,1,2,F		1	3
10-20% Below Average	C,D	C,E,F			2	E
> 20% Below Average	B,1		B	A,C,D,E,1,2,F,3	A,C,D	B,F

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F = Christopher Newport College, VA
1 = University of South Carolina-Aiken, SC
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3 = University of South Carolina-Spartanburg, SC

Table C-5, Part F

BLACK/WHITE ENROLLMENT FOR FOUR-YEAR BRANCHES OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	8.2%	89.6%	6.1%	92.3%	8.0%	89.9%	Does not apply	
Highest	21.6	99.0	13.2	99.7	20.8	98.9		
Lowest	0.1	77.1	0.0	85.7	0.1	77.6		
Values for South Carolina Institutions								
University of South Carolina:								
- Aiken	14.5	83.5	13.2	85.7	14.3	83.7		
- Coastal Carolina	7.0	90.5	9.5	88.1	7.0	90.3		
- Spartanburg	9.1	89.2	8.3	90.2	8.9	89.4		
Peer Group Distribution								
> 20% Above Average	A,1,F		A,1,2,F,3		A,1,F			
10-20% Above Average	3	C			3	C		
0-10% Above Average		B,D,E,2		B,C,D,E		B,D,E,2		
0-10% Below Average		1,F,3		A,1,2,F,3		1,F,3		
10-20% Below Average	2	A			2	A		
> 20% Below Average	B,C,D,E		B,C,D,E		B,C,D,E			

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Table C-5, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR FOUR-YEAR BRANCHES OF UNIVERSITY
OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$28,980	$23,372	$19,840	$16,876	$22,683
Highest	34,382	26,084	21,366	19,028	24,342
Lowest	25,129	20,917	18,553	14,971	20,015
Values for South Carolina Institutions					
University of South Carolina:					
- Aiken	28,510	22,815	18,553	-	21,373
- Coastal Carolina	27,266	23,062	20,332	16,596	22,253
- Spartanburg	29,059	23,111	19,362	16,724	21,360
Peer Group Distribution					
> 20% Above Average					
10-20% Above Average	D	D		F	
0-10% Above Average	B,C,E,3	B,E	B,D,E,2,F	D	B,C,D,E,F
0-10% Below Average	1,2,F	C,1,2,F,3	A,C,1,3	A,2,3	1,2,3
10-20% Below Average	A	A		C	A
> 20% Below Average					

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2 = University of South Carolina-Coastal Carolina, SC
3 = University of South Carolina-Spartanburg, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

Table C-5, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME
9/10 AND 11/12 MONTH, FOR FOR-YEAR BRANCHES OF UNIVERSITY
OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	18.9%	37.4%	32.2%	7.8%	59.8%
Highest	29.3	55.3	45.8	20.9	74.8
Lowest	9.8	22.0	17.0	0.0	42.5
Values for South Carolina Institutions					
University of South Carolina:					
- Aiken	12.5	38.9	45.8	0.0	50.0
- Coastal Carolina	16.7	42.2	32.2	8.9	65.6
- Spartanburg	9.8	40.2	35.9	14.1	48.9
Peer Group Distribution					
> 20% Above Average	C,F	B	1	A,D,3	A,F
10-20% Above Average		2,F	A,D,3	2	
0-10% Above Average	A,D	1,3	E,2		B,C,D,2
0-10% Below Average	E	C			
10-20% Below Average	B,2	D,E	C	F	1,3
> 20% Below Average	1,3	A	B,F	B,C,E,1	E

Institutional Codes

A = University of Arkansas-Monticello, AR
B = Indiana University-Kokomo, IN
C = University of Maine-Farmington, ME
D = University of Minnesota-Morris, MN
E = University of North Carolina-Asheville, NC
F = Christopher Newport College, VA
1 = University of South Carolina-Aiken, SC
2 = University of South Carolina-Coastal Carolina, SC
3 = University of South Carolina-Spartanburg, SC

Table C-6, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT FOR TWO-YEAR BRANCHES OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$2,259	(62.9%)*	$ 790	(22.1%)	$ 391	(9.9%)	$ 7	(0.2%)	$3,645
Highest	4,012	(81.5%)	1,384	(35.4%)	1,872	(34.5%)	26	(1.1%)	5,432
Lowest	1,622	(32.0%)	414	(9.0%)	37	(0.8%)	0	(0.0%)	2,345
Values for South Carolina Institutions									
University of South Carolina:									
- Beaufort	1,714	(61.3%)	991	(35.4%)	69	(2.5%)	1	(0.1%)	2,797
- Lancaster	2,249	(59.4%)	1,108	(29.2%)	310	(8.2%)	0	(0.0%)	3,789
- Salkehatchie	2,219	(57.4%)	1,092	(28.3%)	413	10.7%)	10	(0.2%)	3,866
- Union	2,356	(61.6%)	941	(24.6%)	471	(12.3%)	10	(0.2%)	3,823
- Sumter	2,001	(64.8%)	953	(30.9%)	58	(1.9%)	17	(0.6%)	3,088
Peer Group Distribution									
> 20% Above Average	F,J		C,1,2,3,5,G		C,4,D,H		A,C,3,4,F,5,H		C,D,F
10-20% Above Average			4,H						
0-10% Above Average	C,4,G				3				2,3,4,G,H,J
0-10% Below Average	2,3,I				E		I		I
10-20% Below Average	B,E,5,H		I		B,I				5
> 20% Below Average	A,1,D		A,B,D,E,F,J		A,1,2,F,5,G,J		B,1,2,D,E,G,J		A,B,1,E

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

*Percentages are independent of the dollar figure.

Table C-6, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT FOR TWO-YEAR BRANCHES OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

Peer Group Average and Range	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Average	$1,510 (44.6%)*	$ 1 (0.0%)	$109 (2.8%)	$359 (10.6%)	$403 (11.4%)	$ 54 (1.6%)	$3,430
Highest	1,845 (56.7%)	10 (0.4%)	367 (9.6%)	794 (22.5%)	944 (20.5%)	222 (6.3%)	4,601
Lowest	1,131 (36.4%)	0 (0.0%)	0 (0.0%)	123 (3.1%)	161 (5.8%)	0 (0.0%)	2,253
Values for South Carolina Institutions							
University of South Carolina:							
- Beaufort	1,583 (56.7%)	10 (0.4%)	0 (0.0%)	310 (11.1%)	161 (5.8%)	1 (0.0%)	2,791
- Lancaster	1,770 (46.2%)	1 (0.0%)	325 (8.5%)	568 (14.8%)	441 (11.5%)	0 (0.0%)	3,828
- Salkehatchie	1,693 (43.8%)	0 (0.0%)	334 (8.6%)	422 (10.9%)	587 (15.2%)	11 (0.3%)	3,864
- Union	1,694 (44.4%)	0 (0.0%)	367 (9.6%)	421 (11.0%)	228 (6.0%)	8 (0.2%)	3,815
- Sumter	1,341 (43.8%)	2 (0.1%)	0 (0.0%)	415 (13.6%)	291 (9.5%)	10 (0.3%)	3,064
Peer Group Distribution							
> 20% Above Average	C	1,5	C,2,3,4,H	2,D	3,F,J	E,G,H,J	F
10-20% Above Average	2,3,4,F			3,4,5,I	C,H	B,D	C,2,3,4, G,J
0-10% Above Average	1,D,H	2		E	2	A	D,H
0-10% Below Average	G,J		I		E		I
10-20% Below Average	B,E,5,I			1,F,J		C	1,E,5
> 20% Below Average	A	A,B,C,3,4,D,E, F,G,H,I,J	A,B,1,D,E,F,5, G,J	A,B,C,G,H	A,B,1,4,D,5,G, I	1,2,3,4,F,5,I	A,B

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

*Percentages are independent of the dollar figure.

Table C-6, Part C

RESOURCE ALLOCATION RATIOS FOR TWO-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	14.3%	23.8%	40.0%	24.6
Highest	27.8	49.5	63.6	32.9
Lowest	7.9	6.6	20.0	16.2
Values for South Carolina Institutions				
University of South Carolina:				
- Beaufort	18.1	19.6	22.8	27.6
- Lancaster	10.2	32.1	30.6	20.1
- Salkehatchie	11.1	24.9	22.4	27.3
- Union	18.2	24.9	40.0	20.1
- Sumter	14.6	30.9	45.6	25.0
Peer Group Distribution				
> 20% Above Average	1,4,I,J	2,D,E,5,I	C,F,G,J	E,G
10-20% Above Average			5,H,I	A,1,3
0-10% Above Average	E,F,5	3,4	4	B,D,5
0-10% Below Average	D	J		C,J
10-20% Below Average	H	B,1	A,B	2,4,I
> 20% Below Average	A,B,C,2,3,G	A,C,F,G,H	1,2,3,D,E	F,H

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

Table C-6, Part D

TUITION AND FEE LEVELS FOR TWO-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$526	$1,111	Does not apply		737	22.6%
Highest	770	1,760			1,338	36.2
Lowest	300	600			356	10.6
Values for South Carolina Institutions						
University of South Carolina:						
- Beaufort	770	1,760			990	35.6
- Lancaster	770	1,760			1,108	31.6
- Salkehatchie	770	1,760			1,081	30.7
- Union	770	1,760			933	27.1
- Sumter	770	1,760			943	30.9
Peer Group Distribution						
> 20% Above Average	1,2,3,4,5	1,2,3,4,5			C,1,2,3,4,5,G	C,1,2,3,4,5
10-20% Above Average		J				G
0-10% Above Average	C	F				
0-10% Below Average	I				H	H,I
10-20% Below Average	F,G,H,J				I	
> 20% Below Average	A,B,D,E	A,B,C,D,E,G, H,I			A,B,D,E,F,J	A,B,D,E,F,J

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-6, Part E

DISTRIBUTION OF STUDENTS FOR TWO-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	535	90.7%	Does not apply		42.2%	57.7%
Highest	868	100.0			67.4	79.2
Lowest	210	65.4			20.8	32.6
Values for South Carolina Institutions						
University of South Carolina:						
- Beaufort	382	65.4			67.4	32.6
- Lancaster	581	85.5			44.4	55.6
- Salkehatchie	381	84.0			43.8	56.2
- Union	210	87.1			36.6	63.4
- Sumter	868	82.0			48.4	51.6
Peer Group Distribution						
> 20% Above Average	A,C,D,5,H				1,H,I	A,D
10-20% Above Average	G	H			5,G	B,C
0-10% Above Average	B,2,3	A,B,C,D,E,G, I,J			2,3	4,E,F,J
0-10% Below Average		2,3,4,5			E,F,J	2,3
10-20% Below Average		F			B,4	5,G
> 20% Below Average	1,3,4,F,I,J	1			A,C,D	1,H,I

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of Soth Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

Table C-6, Part F

BLACK/WHITE ENROLLMENT FOR TWO-YEAR BRANCHES
OF UNIVERSITY OF SOUTH CAROLINA PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	21.1%	78.0%	9.7%	89.4%	18.9%	80.0%	Does Not Apply	
Highest	46.7	99.8	21.3	99.8	37.6	99.7		
Lowest	0.0	52.0	0.0	78.7	0.0	60.4		
Values for South Carolina Institutions								
University of South Carolina:								
- Beaufort	21.0	76.8	16.6	79.3	21.3	75.5		
- Lancaster	17.1	82.4	10.5	89.5	16.1	83.5		
- Salkehatchie	24.8	74.4	14.0	85.5	22.8	75.9		
- Union	34.5	65.5	8.2	91.8	28.4	71.0		
- Sumter	20.4	78.9	10.7	88.0	18.5	80.5		
Peer Group Distribution								
> 20% Above Average	A,B,4,I	G	A,B,1,3		A,B,3,4,I	G		
10-20% Above Average	3	C,J	F,5,I	C	1	C		
0-10% Above Average	D,H	2,E,F,5	2	C,2,4,D,E,J	D	2,E,F,5,J		
0-10% Below Average	1,E,5	A,1,3,D,H	H,J	B,3,F,5,H,I	5,H	A,B,1,3,D,H		
10-20% Below Average	2	B,4	4	A,1	2,E	4		
> 20% Below Average	C,F,G,J	I	C,D,E,G		C,F,G,J	I		

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

Table C-6, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR TWO-YEAR BRANCHES OF
UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	Does not apply	$21,389	$19,182	$16,841	$19,734
Highest		22,556	21,700	16,841	21,700
Lowest		20,602	17,105	16,841	16,690
Values for South Carolina Institutions					
University of South Carolina:					
- Beaufort		20,933	17,932	-	19,132
- Lancaster		21,577	18,356	-	20,197
- Salkehatchie		20,602	17,105	-	18,604
- Union		21,331	18,639	-	19,835
- Sumter		21,338	18,292	16,841	18,582
Peer Group Distribution					
> 20% Above Average					J
10-20% Above Average			F,J		A,C,2,4,D,E,F
0-10% Above Average		C,2	C	5	B,1,3,5,G,I
0-10% Below Average		1,3,4,5	1,2,4,5		H
10-20% Below Average			3		
> 20% Below Average					

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = Mississippi County Community College, AR
H = North Arkansas Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufort, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

Table C-6, Part H

DISTRIBUTION OF FACULTY BY RANK, FULL-TIME
9/10 AND 11/12 MONTH, FOR TWO-YEAR BRANCHES OF
UNIVERSITY OF SOUTH CAROLINA PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Tenured
Peer Group Average and Range					
Average	.5%	16.3%	31.2%	5.3%	47.2%
Highest	7.7	54.5	74.1	18.8	81.3
Lowest	0.0	0.0	0.0	0.0	0.0
Values for South Carolina Institutions					
University of South Carolina:					
- Beaufort	0.0	40.0	46.7	13.3	53.3
- Lancaster	0.0	54.5	40.9	4.5	77.3
- Salkehatchie	7.7	38.5	53.8	0.0	46.2
- Union	0.0	36.4	54.5	9.1	72.7
- Sumter	0.0	20.6	64.7	14.7	23.5
Peer Group Distribution					
> 20% Above Average	3	1,2,3,4,5	C,1,2,3,4,F,5,J	C,1,4,F,5,J	A,B,C,2,4,D,E
10-20% Above Average		C,J			1
0-10% Above Average		F			
0-10% Below Average					3
10-20% Below Average				2	F
> 20% Below Average	A,B,C,I,J,1,2,4,D,E, F,5,G,H	A,B,D,E,G,H,I	A,B,D,E,G,H,I	A,B,3,D,E,G,H,I	5,G,H,I,J

Institutional Codes

A = Jefferson Davis State Junior College, AL
B = Patrick Henry State Junior College, AL
C = Arkansas State University-Beebe Branch, AR
D = Lurleen B. Wallace State Junior College, AL
E = Brewer State Junior College, AL
F = Emanuel County Junior College, GA
G = North Arkansas Community College, AR
H = Mississippi County Community College, AR
I = Southern Arkansas University-El Dorado Branch, AR
J = Waycross Junior College, GA

1 = University of South Carolina-Beaufont, SC
2 = University of South Carolina-Lancaster, SC
3 = University of South Carolina-Salkehatchie, SC
4 = University of South Carolina-Union, SC
5 = University of South Carolina-Sumter, SC

Table C-7, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR URBAN TECHNICAL COLLEGES PEER GROUP, 1981-82

Peer Group Average and Range	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Average	$1,853	(67.9%)*	$431	(15.9%)	$ 380	(12.8%)	$ 6	(0.2%)	$2,756
Highest	2,667	(89.1%)	716	(23.4%)	1,766	(45.7%)	42	(1.5%)	3,861
Lowest	1,271	(35.2%)	155	(5.7%)	61	(2.2%)	0	(0.0%)	2,230
Values for South Carolina Institutions									
Greenville Tech. College	1,986	(67.4%)	641	(21.8%)	245	(8.3%)	7	(0.3%)	2,946
Midlands Tech. College	1,745	(57.1%)	716	(23.4%)	544	(17.8%)	0	(0.0%)	3,056
Trident Tech. College	1,795	(63.4%)	619	(21.9%)	364	(12.8%)	0	(0.0%)	2,832
Peer Group Distribution									
> 20% Above Average	E,F,G,I		1,2,D,3		2,H		1,F,G		H
10-20% Above Average			B		J				2,E
0-10% Above Average	1		A,C,H		A				1
0-10% Below Average	2,D,3				3				D,F,G,I,3
10-20% Below Average	B,C		J						A,B,C,J
> 20% Below Average	A,H,J		E,F,G,I		B,C,1,D,E,F,G,I		A,B,C,2,D,E,H,I,J,3		

Institutional Codes

A = John C. Calhoun State Community College, AL
B = Jefferson State Junior College, AL
C = Virginia Western Community College, VA
D = Chattanooga State Technical Community College, TN
E = Guilford Technical Institute, NC
F = Wake Technical College, NC
G = Forsyth Technical Institute, NC
H = State Technical Institute-Memphis, TN
I = Fayetteville Technical Institute, NC
J = Nashville State Technical Institute, TN
1 = Greenville Technical College, SC
2 = Midlands Technical College, SC
3 = Trident Technical College, SC

*Percentages are independent of the dollar figure.

Table C-7, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR URBAN TECHNICAL COLLEGES PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$1,485 (54.6%)*	$0 (0.0%)	$12 (0.4%)	$192 (7.3%)	$293 (11.0%)	$ 83 (2.9%)	$2,704
Highest	2,766 (71.4%)	0 (0.0%)	54 (2.3%)	238 (10.4%)	384 (16.8%)	399 (13.2%)	3,872
Lowest	1,104 (40.0%)	0 (0.0%)	0 (0.0%)	153 (4.0%)	208 (6.3%)	8 (0.3%)	2,052
Values for South Carolina Institutions							
Greenville Tech. College	1,255 (44.1%)	0 (0.0%)	54 (1.9%)	211 (7.4%)	352 (12.4%)	11 (0.4%)	2,844
Midlands Tech. College	1,440 (47.7%)	0 (0.0%)	0 (0.0%)	213 (7.0%)	333 (11.0%)	399 (13.2%)	3,018
Trident Tech. College	1,133 (40.0%)	0 (0.0%)	0 (0.0%)	238 (8.4%)	291 (10.3%)	11 (0.4%)	2,834
Peer Group Distribution							
> 20% Above Average	H		B,1,J	3	A,1,F	C,2,H,J	H
10-20% Above Average	E,G,I			1,2,D,J	2,E		2,E
0-10% Above Average	D			A,B	I		1,F,I,3
0-10% Below Average	2		A	G,I	B,3		G
10-20% Below Average	A,B,C,1,F			C,E,F	G,H,J		A,B,C,D
> 20% Below Average	J,3		C,2,D,E,F,G, H,I,3	H	C,D	A,B,1,D,E,F,G, I,3	J

Institutional Codes

A = John C. Calhoun State Community College, AL
B = Jefferson State Junior College, AL
C = Virginia Western Community College, VA
D = Chattanooga State Technical Community College, TN
E = Guilford Technical Institute, NC
F = Wake Technical College, NC
G = Forsyth Technical Institute, NC
H = State Technical Institute-Memphis, TN
I = Fayetteville Technical Institute, NC
J = Nashville State Technical Institute, TN
1 = Greenville Technical College, SC
2 = Midlands Technical College, SC
3 = Trident Technical College, SC

*Percentages are independent of the dollar figure.

Table C-7, Part C

RESOURCE ALLOCATION RATIOS FOR URBAN TECHNICAL COLLEGES PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	4.6%	13.9%	27.7%	31.1
Highest	9.4	21.0	59.2	50.1
Lowest	1.3	5.5	12.8	21.4
Values for South Carolina Institutions				
Greenville Tech. College	4.1	16.8	39.1	26.1
Midlands Tech. College	9.4	14.8	22.2	25.5
Trident Tech. College	6.7	21.0	59.2	36.6
Peer Group Distribution				
> 20% Above Average	2,3	B,1,J,3	1,E,F,3	H,J
10-20% Above Average	B,C	A		A,3
0-10% Above Average	D,F,J	2,D		D
0-10% Below Average		C,F	C	B,C
10-20% Below Average	1,I		B,2	1,2,E,G,I
> 20% Below Average	A,E,G,H	E,G,H,I	A,D,G,H,I,J	F

Institutional Codes

A = John C. Calhoun State Community College, AL
B = Jefferson State Junior College, AL
C = Virginia Western Community College, VA
D = Chattanooga State Technical Community College, TN
E = Guilford Technical Institute, NC
F = Wake Technical College, NC
G = Forsyth Technical Institute, NC
H = State Technical Institute-Memphis, TN
I = Fayetteville Technical Institute, NC
J = Nashville State Technical Institute, TN
1 = Greenville Technical College, SC
2 = Midlands Technical College, SC
3 = Trident Technical College, SC

Table C-7, Part D

TUITION AND FEE LEVELS FOR URBAN TECHNICAL COLLEGES PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$304	$ 991	Does not apply		$348	14.2%
Highest	525	1,951			631	24.7
Lowest	123	600			130	4.8
Values for South Carolina Institutions						
Greenville Tech. College	390	780			631	24.7
Midlands Tech. College	525	1,050			317	12.3
Trident Tech. College	450	900			607	23.9
Peer Group Distribution						
> 20% Above Average	C,[illegible],2,D,3	C,D,H,J			A,B,1,D,3	A,B,1,D,3
10-20% Above Average	H					
0-10% Above Average	J	2				C
0-10% Below Average	A,B	3			C,2	
10-20% Below Average						2
> 20% Below Average	E,F,G,I	A,B,1,E,F,G,I			E,F,G,H,I,J	E,F,G,H,I,J

Institutional Codes

A = John C. Calhoun State Community College, AL
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G = Forsyth Technical Institute, NC
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J = Nashville State Technical Institute, TN
1 = Greenville Technical College, SC
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3 = Trident Technical College, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-7, Part E

DISTRIBUTION OF STUDENTS FOR CLEMSON UNIVERSITY
PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	3,857	92.3%	Does not apply		52.1%	47.8%
Highest	4,886	100.0			67.0	62.4
Lowest	2,610	72.8			37.6	33.0
Values for South Carolina Institutions						
Greenville Tech. College	4,886	96.6			38.1	61.9
Midlands Tech. College	4,614	99.2			40.4	59.6
Trident Tech. College	4,350	100.0			55.4	44.6
Peer Group Distribution						
> 20% Above Average	A,I				J	1,2,F
10-20% Above Average	B,2,H,I,3				B,C,E,H	G,I
0-10% Above Average		A,B,1,2,D,H,J,3			D,3	A
0-10% Below Average		E,G			A	3
10-20% Below Average	C,D,J	C,I			G,I	B,D,E,H
> 20% Below Average	E,F,G	E			1,2,F	C,J

Institutional Codes

A = John C. Calhoun State Community College, AL
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F = Wake Technical College, NC
G = Forsyth Technical Institute, NC
H = State Technical Institute-Memphis, TN
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3 = Trident Technical College, SC

Table C-7, Part F

BLACK/WHITE ENROLLMENT FOR URBAN TECHNICAL COLLEGES PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	21.4%	76.2%	16.2%	81.5%	20.1%	77.6%	Does not apply	
Highest	38.3	89.7	26.8	92.4	33.2	89.9		
Lowest	9.1	60.0	6.6	71.6	8.9	61.0		
Values for South Carolina Institutions								
Greenville Tech. College	15.9	82.4	11.0	87.4	15.2	83.0		
Midlands Tech. College	30.4	65.7	23.3	71.6	28.8	67.1		
Trident Tech. College	22.0	75.9	20.9	75.4	21.6	75.7		
Peer Group Distribution								
> 20% Above Average	2,E,H,I		2,E,G,H,I,3		2,H,I			
10-20% Above Average		A,C		A,C	E,G	A,C		
0-10% Above Average	3	B,1,D,F,G,J		B,1,D,F,J	3	B,1,D,F,J		
0-10% Below Average	B,G	E,3	F	E,H,3		E,G,3		
10-20% Below Average	J	2		2,G,I	B	2,H		
> 20% Below Average	A,C,1,D,F	H,I	A,B,C,1,D,J		A,C,1,D,F,J	I		

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3 = Trident Technical College, SC

Table C-7, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR URBAN TECHNICAL
COLLEGES PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$24,751	$22,067	$19,262	$17,138	$19,561
Highest	26,685	23,730	21,543	20,482	22,954
Lowest	23,024	20,156	17,828	15,167	16,473
Values for South Carolina Institutions					
Greenville Tech. College		No information available			21,795
Midlands Tech. College					18,511
Trident Tech. College					18,037
Peer Group Distribution					
> 20% Above Average					
10-20% Above Average			D	D	
0-10% Above Average	C	C,D	C	C	A,B,C,1,D
0-10% Below Average	H,J	H,J	H,J	J	2,G,H,I,J,3
10-20% Below Average				H	E,F
> 20% Below Average					

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E = Guilford Technical Institute, NC
F = Wake Technical College, NC
G = Forsyth Technical Institute, NC
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3 = Trident Technical College, SC

*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.

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Table C-8, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR MEDIUM ENROLLMENT TECHNICAL COLLEGES PEER GROUP, 1981-82

Peer Group Average and Range	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Average	$2,319	(70.7%)*	$401	(12.5%)	$328	(10.1%)	$ 22	(0.6%)	$3,262
Highest	4,265	(94.2%)	687	(21.5%)	680	(24.2%)	282	(8.9%)	4,651
Lowest	1,471	(9.4%)	163	(4.9%)	0	(0.0%)	0	(0.0%)	2,541
Values for South Carolina Institutions									
Florence Darlington Tech. College	2,077	(64.3%)	656	(20.3%)	429	(13.3%)	13	(0.4%)	3,228
Piedmont Tech. College	2,199	(62.3%)	687	(19.5%)	509	(14.4%)	19	(0.5%)	3,531
Spartanburg Tech. College	2,202	(67.0%)	506	(15.4%)	0	(0.0%)	0	(0.0%)	3,285
Sumter Area. Tech. College	1,703	(63.3%)	578	(21.5%)	318	(11.8%)	0	(0.0%)	2,689
York Tech. College	1,794	(56.7%)	587	(18.5%)	567	(17.9%)	0	(0.0%)	3,164
Horry Georgetown Tech. College	1,682	(64.9%)	547	(21.1%)	125	(4.8%)	0	(0.0%)	2,594
Tri-County Tech. College	1,471	(56.8%)	430	(16.6%)	621	(24.0%)	0	(0.0%)	2,590
Orangeburg-Calhoun Tech. College	2,106	(62.2%)	565	(16.7%)	660	(19.5%)	0	(0.0%)	3,387
Peer Group Distribution									
> 20% Above Average	B,F,G,H,M,N		B,E,1,2,3,4,5,6,8		A,B,D,1,2,5,7,8		B,F,I,J		B,G
10-20% Above Average	J,K		D,L		L				D,M
0-10% Above Average	D,1		A,7		E,F		H		C,2,3,F,H,8
0-10% Below Average	E,2,3,8,L				4				A,E,1,5,J,L,N
10-20% Below Average	A,1,O		O		O		2		4,I,K
> 20% Below Average	C,4,5,6,7		C,F,G,H,I,J,K,M,N		C,3,6,G,H,I,J,K,M,N		A,C,D,E,1,3,4,5,6,7, G,K,8,L,M,N,O		6,7,O

Institutional Codes

A = Phillips County Community College, AR
B = Brunswick Junior College, GA
C = Lenoir Community College, NC
D = Wytheville Community College, VA
E = Dalton Junior College, GA
F = Wilson County Technical Institute, NC
G = Cape Fear Technical Institute, NC
H = Central Carolina Technical College, NC
I = Technical College of Alamance, NC
J = Richmond Technical College, NC
K = Rowan Technical College, NC
L = Virginia Highlands Community College, VA
M = Robeson Technical College, NC
N = Johnston Technical College, NC
O = George C. Wallace State Community College-Selma, AL
1 = Florence-Darlington Technical College, SC
2 = Piedmont Technical College, SC
3 = Spartanburg Technical College, SC
4 = Sumter Area Technical College, SC
5 = York Technical College, SC
6 = Horry-Georgetown Technical College, SC
7 = Tri-County Technical College, SC
8 = Orangeburg-Calhoun Technical College, SC

*Percentages are independent of the dollar figure.

Table C-8, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR MEDIUM ENROLLMENT TECHNICAL COLLEGES PEER GROUP, 1981-82

Peer Group Average and Range	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Average	$1,629 (51.4%)*	$ 1 (0.0%)	$ 9 (0.2%)	$239 (7.5%)	$305 (9.7%)	$ 56 (1.8%)	$3,160
Highest	2,441 (60.7%)	25 (0.6%)	91 (2.9%)	448 (13.3%)	647 (16.5%)	186 (7.3%)	4,136
Lowest	1,011 (39.9%)	0 (0.0%)	0 (0.0%)	106 (4.2%)	175 (5.1%)	0 (0.0%)	2,290
Values for South Carolina Institutions							
Florence Darlington Tech. College	1,764 (55.7%)	0 (0.0%)	0 (0.0%)	190 (6.0%)	407 (12.9%)	97 (3.1%)	3,165
Piedmont Tech. College	1,377 (45.6%)	0 (0.0%)	0 (0.0%)	151 (5.0%)	400 (13.2%)	23 (0.8%)	3,021
Spartanburg Tech. College	1,637 (50.9%)	0 (0.0%)	13 (0.4%)	386 (12.0%)	342 (10.6%)	0 (0.0%)	3,215
Sumter Area. Tech. College	1,383 (54.2%)	0 (0.0%)	0 (0.0%)	251 (9.8%)	216 (8.5%)	0 (0.0%)	2,552
York Tech. College	1,036 (45.3%)	0 (0.0%)	0 (0.0%)	114 (5.0%)	247 (10.8%)	89 (3.9%)	2,290
Horry Georgetown Tech. College	1,011 (39.9%)	0 (0.0%)	0 (0.0%)	260 (10.3%)	326 (12.9%)	17 (0.7%)	2,533
Tri-County Tech. College	1,069 (41.9%)	0 (0.0%)	0 (0.0%)	106 (4.2%)	248 (9.7%)	186 (7.3%)	2,552
Orangeburg-Calhoun Tech. College	1,479 (49.2%)	0 (0.0%)	0 (0.0%)	263 (8.8%)	356 (11.9%)	86 (2.8%)	3,007
Peer Group Distribution							
> 20% Above Average	B,D,G,H	B	A,3,F,H,I,J,K,N	D,3,G,J,L	A,B,E,1,2	A,D,1,5,7,I,8,L	B,D,G
10-20% Above Average				B,M	3,8	F	M
0-10% Above Average	C,1,3,I,J,K,M,N			C,4,6,8,O	F,6,G,M,O		1,3,F,H,J
0-10% Below Average	A,E,F,8,L,O		L	H		B	A,C,E,2,I, K,8,L,N
10-20% Below Average	2,4			A	C,5,7	G	4,6,7,O
> 20% Below Average	5,6,7	A,C,D,E,1,2,3, 4,5,F,6,7,G,H, I,J,K,8,L,M,N,O	B,C,D,E,1,2,4, 5,6,7,G,8,M,O	E,1,2,5,F,7,I, K,N	D,4,H,I,J,K,L,N	C,E,2,3,4,6,H, J,K,M,N,O	5

Institutional Codes

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K = Rowan Technical College, NC
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N = Johnston Technical College, NC
O = George C. Wallace State Community College-Selma, AL
1 = Florence-Darlington Technical College, SC
2 = Piedmont Technical College, SC
3 = Spartanburg Technical College, SC
4 = Sumter Area Technical College, SC
5 = York Technical College, SC
6 = Horry-Georgetown Technical College, SC
7 = Tri-County Technical College, SC
8 = Orangeburg-Calhoun Technical College, SC

*Percentages are independent of the dollar figure.

Table C-8, Part C

RESOURCE ALLOCATION RATIOS FOR MEDIUM ENROLLMENT
TECHNICAL COLLEGES PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	6.5%	14.8%	39.1%	23.4
Highest	14.7	27.3	69.4	34.6
Lowest	2.5	8.1	17.7	15.4
Values for South Carolina Institutions				
Florence Darlington Tech. College	2.5	10.8	33.5	21.5
Piedmont Tech. College	4.7	11.0	53.7	30.2
Spartanburg Tech. College	2.8	23.6	44.4	19.7
Sumter Area. Tech. College	5.5	18.1	39.7	33.3
York Tech. College	3.7	11.0	57.8	25.1
Horry Georgetown Tech. College	5.6	25.7	69.4	28.0
Tri-County Tech. College	4.6	10.0	51.7	34.6
Orangeburg-Calhoun Tech. College	9.9	17.8	31.8	20.4
Peer Group Distribution				
> 20% Above Average	B,E,H,8,L	D,3,4,6,8,L	2,5,F,6,7	2,4,7,K
10-20% Above Average	G	J	C,3,M	6,1,J
0-10% Above Average	A,F,J	C,M,O	A,4,G	5
0-10% Below Average	C	A,G	I,N	A,1,F,H,M,O
10-20% Below Average	4,6,M,N	B	B,1,8	C,D,E,3,G,8,L
> 20% Below Average	D,1,2,3,5,7,I,K,O	E,1,2,5,F,7,H,I,K,N	D,E,H,J,K,L,O	B,N

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8 = Orangeburg-Calhoun Technical College, SC

Table C-8, Part D

TUITION AND FEE LEVELS FOR MEDIUM ENROLLMENT
TECHNICAL COLLEGES PEER GROUP, 1981-82

Peer Group Average and Range	Undergraduate Resident	Undergraduate Non-Resident	Graduate Resident	Graduate Non-resident	Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
Average	$299	$ 754	Does not apply		$345	11.6%
Highest	456	1,289			664	22.7
Lowest	126	522			96	3.3
Values for South Carolina Institutions						
Florence Darlington Tech. College	450	750			559	18.2
Piedmont Tech. College	420	675			664	22.2
Spartanburg Tech. College	345	690			506	15.8
Sumter Area. Tech. College	450	522			578	22.7
York Tech. College	360	720			497	22.6
Horry Georgetown Tech. College	450	900			530	21.1
Tri-County Tech. College	406	812			244	10.3
Orangeburg-Calhoun Tech. College	405	609			479	16.4
Peer Group Distribution						
> 20% Above Average	A,B,D,E,1,2,4, 5,6,7,8,L	B,D,E,L			B,E,1,2,3,4,5,6,8	B,E,1,2,3,4,5,6,8
10-20% Above Average	3	6				
0-10% Above Average	O	7				O
0-10% Below Average		A,1,3,5			L,O	L
10-20% Below Average		C,2,F,G,H,I,J, K,8,M,N			A	A,7
> 20% Below Average	C,F,G,H,I,J,K, M,N	4,O			C,D,F,7,G,H,I,J, K,M,N	C,D,F,G,H,I,J,K, M,N

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5 = York Technical College, SC
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7 = Tri-County Technical College, SC
8 = Orangeburg-Calhoun Technical College, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-8, Part E

DISTRIBUTION OF STUDENTS FOR MEDIUM ENROLLMENT
TECHNICAL COLLEGES PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	1,349	91.9%	Does not apply		40.4%	59.5%
Highest	2,080	100.0			51.3	71.6
Lowest	895	64.3			28.4	48.7
Values for South Carolina Institutions						
Florence Darlington Tech. College	1,911	81.1			36.7	63.3
Piedmont Tech. College	1,384	96.9			28.4	71.6
Spartanburg Tech. College	1,610	92.5			35.7	64.3
Sumter Area. Tech. College	1,488	92.0			31.8	68.2
York Tech. College	1,700	95.6			41.1	58.9
Horry Georgetown Tech. College	1,106	98.0			34.6	65.4
Tri-County Tech. College	2,080	94.7			38.0	62.0
Orangeburg-Calhoun Tech. College	1,092	94.9			36.8	63.2
Peer Group Distribution						
> 20% Above Average	1,5,7,H				D,H,I,K	2
10-20% Above Average	C,3,4,K				A,C,E	4,6,J,O
0-10% Above Average	2,G,I,N	A,B,C,E,2,3,4,5,6,7,J,8,N,O			5,F,G,L,N	B,I,3,7,8,M
0-10% Below Average	E	F,G,H,I,K,L,M			B,I,7,8,M	C,5,F,G,L,N
10-20% Below Average	6,8,O	1			3,6	A,D,E,H,I,K
> 20% Below Average	A,B,D,F,J,L,M	D			2,4,J,O	

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3 = Spartanburg Technical College, SC
4 = Sumter Area Technical College, SC
5 = York Technical College, SC
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7 = Tri-County Technical College, SC
8 = Orangeburg-Calhoun Technical College, SC

Table C-8, Part F

BLACK/WHITE ENROLLMENT FOR MEDIUM ENROLLMENT
TECHNICAL COLLEGES PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	25.9%	71.1%	19.1%	78.7%	24.7%	72.4%	Does not apply	
Highest	55.0	97.6	38.8	98.3	49.8	97.7		
Lowest	2.0	37.2	0.8	50.6	1.6	38.2		
Values for South Carolina Institutions								
Florence Darlington Tech. College	31.2	67.6	30.3	69.0	28.1	70.6		
Piedmont Tech. College	34.3	65.0	22.1	77.9	33.0	66.3		
Spartanburg Tech. College	16.8	82.5	14.1	83.6	14.8	84.3		
Sumter Area. Tech. College	50.1	48.2	38.8	60.1	48.1	50.1		
York Tech. College	24.1	75.2	17.3	81.4	23.2	75.9		
Horry Georgetown Tech. College	21.6	76.2	33.0	65.7	23.4	74.3		
Tri-County Tech. College	12.2	86.4	8.7	89.5	11.4	87.2		
Orangeburg-Calhoun Tech. College	48.3	51.2	34.2	65.4	46.6	52.9		
Peer Group Distribution								
> 20% Above Average	A,C,1,2,4, F,J,8,O	D,E,7,6,L	A,C,1,4,6, J,8	D,E,L	A,C,2,4,F, J,8,O	D,E,7,L		
10-20% Above Average		3,H,I,K	2,F,M	7,K	1	3,I,K		
0-10% Above Average	N	B,5,6,G,N		B,3,5,G,H, I,N,O		B,5,6,G,H,N		
0-10% Below Average	5,M	C,1,2	5,H	C,2,F	5,6,M,N	C,1,2		
10-20% Below Average	B,6,G	F,J,O	N,O	A,1,6,J,8	G,H	F,J,O		
> 20% Below Average	D,E,3,7,H, I,K,L	A,4,8,M	B,D,E,3,7, G,I,K,L	4,M	B,D,E,3,7, I,K,L	A,4,8,M		

Institutional Codes

A = Phillips County Community College, AR
B = Brunswick Junior College, GA
C = Lenoir Community College, NC
D = Wytheville Community College, VA
E = Dalton Junior College, GA
F = Wilson County Technical Institute, NC
G = Cape Fear Technical Institute, NC
H = Central Carolina Technical College, NC
I = Technical College of Alamance, NC
J = Richmond Technical College, NC
K = Rowan Technical College, NC
L = Virginia Highlands Community College, VA
M = Robeson Technical College, NC
N = Johnston Technical College, NC
O = George C. Wallace State Community College-Selma, AL
1 = Florence-Darlington Technical College, SC
2 = Piedmont Technical College, SC
3 = Spartanburg Technical College, SC
4 = Sumter Area Technical College, SC
5 = York Technical College, SC
6 = Horry-Georgetown Technical College, SC
7 = Tri-County Technical College, SC
8 = Orangeburg-Calhoun Technical College, SC

Table C-8, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR MEDIUM ENROLLMENT
TECHNICAL COLLEGES PEER GROUP, 1982-83

	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Peer Group Average and Range					
Average	$26,007	$23,879	$20,556	$16,347	$18,067
Highest	26,007	25,116	21,742	17,266	21,438
Lowest	26,007	22,722	19,374	15,165	15,315
Values for South Carolina Institutions					
Florence Darlington Tech. College		No information available			17,727
Piedmont Tech. College					17,473
Spartanburg Tech. College					17,040
Sumter Area. Tech. College					17,405
York Tech. College					18,411
Horry Georgetown Tech. College					17,863
Tri-County Tech. College					17,148
Orangeburg-Calhoun Tech. College					16,669
Peer Group Distribution					
> 20% Above Average					
10-20% Above Average					B,D,E,L,O
0-10% Above Average	D	B,F	B,E	B,D	A,5,J,K
0-10% Below Average		D,L	D,L	E,L	1,2,3,4,F,6,7, G,I,8,M
10-20% Below Average					C,H,N
> 20% Below Average					

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*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter

Table C-9, Part A

EDUCATION AND GENERAL (E&G) REVENUE PER FTE STUDENT
FOR RURAL TECHNICAL COLLEGES PEER GROUP, 1981-82

	State and Local Appropriations		Tuition		Government Grants & Contracts		Private Gifts, Grants & Contracts		Total E&G
Peer Group Average and Range									
Average	$3,246	(79.1%)*	$338	(8.5%)	$ 465	(10.6%)	$ 26	(0.5%)	$4,124
Highest	4,815	(91.7%)	684	(17.2%)	1,329	(21.7%)	240	(6.0%)	6,219
Lowest	2,223	(58.3%)	0	(0.0%)	2	(0.1%)	0	(0.0%)	3,047
Values for South Carolina Institutions									
Denmark Tech. College	3,048	(86.0%)	448	(12.6%)	2	(0.1%)	0	(0.0%)	3,543
Chesterfield-Marlboro Tech. College	2,602	(69.1%)	534	(14.2%)	553	(14.7%)	0	(0.0%)	3,764
Williamsburg Tech. College	4,060	(65.3%)	459	(7.4%)	1,329	(21.4%)	21	(0.3%)	6,219
Beaufort Tech. College	2,815	(68.9%)	672	(16.4%)	547	(13.4%)	0	(0.0%)	4,088
Aiken Tech. College	2,395	(60.3%)	684	(17.2%)	550	(13.8%)	240	(6.0%)	3,971
Peer Group Distribution									
> 20% Above Average	D,F,K,3,N		A,B,1,2,L,3,4,5		B,K,L,3,N		D,F,5		D,K,3,N
10-20% Above Average					2,4,5				F
0-10% Above Average	G,I		G		F				
0-10% Below Average	1,C,E,H,J,O								B,2,G,I,J,L,4,5
10-20% Below Average	2,L,M,4						E		1,C,E,H,O
> 20% Below Average	A,B,5		C,D,E,F,H,I,J,K, M,N,O		A,1,C,D,E,G,H,I,J,M, O		A,B,1,2,C,E,G,H,I, J,K,L,M,N,4,O		A,M

Institutional Codes

A = Patrick Henry Community College, VA
B = Dabney S. Lancaster Community College, VA
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D = Anson Technical College, NC
E = Halifax Community College, NC
F = Martin Community College, NC
G = Carteret Technical Institute, NC
H = McDowell Technical Institute, NC
I = Montgomery Technical Institute, NC
J = Beaufort County Community College, NC
K = Roanoke-Chowan Technical Institute, NC
L = Paul D. Camp Community College, VA
M = Tri-County Community College, NC
N = Piedmont Technical College, NC
O = Stanly Technical College, NC
1 = Denmark Technical College, SC
2 = Chesterfield-Marlboro Technical College, SC
3 = Willamsburg Technical College, SC
4 = Beaufort Technical College, SC
5 = Aiken Technical College, SC

*Percentages are independent of the dollar figure.

Table C-9, Part B

EDUCATION AND GENERAL (E&G) EXPENDITURES PER FTE STUDENT
FOR RURAL TECHNICAL COLLEGES PEER GROUP, 1981-82

	Instruction	Research	Public Service	Student Services	Operation and Maintenance of Plant	Institutional State Aid	Total E&G
Peer Group Average and Range							
Average	$1,971 (49.5%)*	$ 3 (0.0%)	$ 18 (0.3%)	$309 (7.7%)	$416 (10.3%)	$ 86 (2.0%)	$3,975
Highest	3,173 (62.8%)	55 (1.5%)	117 (2.0%)	632 (12.1%)	807 (23.2%)	396 (9.9%)	5,921
Lowest	1,057 (30.4%)	0 (0.0%)	0 (0.0%)	137 (3.8%)	179 (5.5%)	0 (0.0%)	3,043
Values for South Carolina Institutions							
Denmark Tech. College	1,057 (30.4%)	0 (0.0%)	5 (0.1%)	420 (12.1%)	807 (23.2%)	0 (0.0%)	3,473
Chesterfield-Marlboro Tech. College	1,317 (36.2%)	0 (0.0%)	3 (0.1%)	359 (9.9%)	530 (14.6%)	91 (2.5%)	3,633
Williamsburg Tech. College	2,791 (47.1%)	0 (0.0%)	117 (2.0%)	632 (10.7%)	664 (11.2%)	37 (0.6%)	5,921
Beaufort Tech. College	1,262 (31.5%)	0 (0.0%)	0 (0.0%)	326 (8.2%)	526 (13.2%)	396 (9.9%)	4,001
Aiken Tech. College	2,167 (57.1%)	0 (0.0%)	40 (1.1%)	228 (6.0%)	447 (11.8%)	12 (0.3%)	3,795
Peer Group Distribution							
> 20% Above Average	K,3	J	B,E,F,3,N,5	1,K,L,3,N	1,2,F,K,3,N,4	B,G,K,4,O	K,3,N
10-20% Above Average	D,J,N,5			2		D	D,F
0-10% Above Average	B,C,F,G,I,L			E,I,4	D,5	2	B,4
0-10% Below Average	H		A	D,J	J,O		2,G,I,J,L,5,O
10-20% Below Average	M,O			C,M	B,C		1,C,E,H,M
> 20% Below Average	A,1,2,E,4	A,B,1,2,C,D,E,F,G,H,I,K,L,3,M,N,4,5,O	1,2,C,D,G,H,I,J,K,L,M,4,O	A,B,F,G,H,5,O	A,E,G,H,I,L,M	A,1,C,E,F,H,I,J,L,3,M,N,5	A

Institutional Codes

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I = Montgomery Technical Institute, NC
J = Beaufort County Community College, NC
K = Roanoke-Chowan Technical Institute, NC
L = Paul D. Camp Community College, VA
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N = Piedmont Technical College, NC
O = Stanly Technical College, NC
1 = Denmark Technical College, SC
2 = Chesterfield-Marlboro Technical College, SC
3 = Willamsburg Technical College, SC
4 = Beaufort Technical College, SC
5 = Aiken Technical College, SC

*Percentages are independent of the dollar figure.

Table C-9, Part C

RESOURCE ALLOCATION RATIOS FOR RURAL TECHNICAL COLLEGES PEER GROUP, 1981-82

	Library Expenditures: Instructional Expenditures	Student Services Expenditures: Instructional Expenditures	Institutional Support Expenditures: Instructional Expenditures	Number of FTE Students: Number of FTE Faculty
Peer Group Average and Range				
Average	7.2%	16.5%	45.0%	19.4
Highest	11.8	39.8	93.9	26.5
Lowest	4.2	7.8	12.4	13.4
Values for South Carolina Institutions				
Denmark Tech. College	11.8	39.8	93.9	16.2
Chesterfield-Marlboro Tech. College	4.9	27.3	84.0	26.5
Williamsburg Tech. College	6.3	22.6	46.8	14.0
Beaufort Tech. College	5.5	25.8	85.3	24.2
Aiken Tech. College	4.8	10.5	20.8	17.9
Peer Group Distribution				
> 20% Above Average	1,D,G,K,N	1,2,E,3,4	1,2,E,F,4	A,B,2,4,O
10-20% Above Average	C,E,I	L	O	D,M
0-10% Above Average		N	D,3,M,N	G
0-10% Below Average	A,H,M	I,K,M	A,G	C,H,L,5
10-20% Below Average	B,3	D	L	1,E,J,N
> 20% Below Average	2,F,J,L,4,5,O	A,B,C,F,G,H,J,5,O	B,C,H,I,J,K,5	F,I,K,3

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K = Roanoke-Chowan Technical Institute, NC
L = Paul D. Camp Community College, VA
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O = Stanly Technical College, NC
1 = Denmark Technical College, SC
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3 = Willamsburg Technical College, SC
4 = Beaufort Technical College, SC
5 = Aiken Technical College, SC

Table C-9, Part D

TUITION AND FEE LEVELS FOR RURAL TECHNICAL COLLEGES PEER GROUP, 1981-82

	Undergraduate		Graduate		Net Tuition Per FTE Student	Net Tuition as a Percent of Educational Expenditures*
	Resident	Non-Resident	Resident	Non-resident		
Peer Group Average and Range						
Average	$262	$ 717	Does not apply		$251	6.8%
Highest	580	1,284			671	17.9
Lowest	123	400			-193	-3.9
Values for South Carolina Institutions						
Denmark Tech. College	575	825			448	12.9
Chesterfield-Marlboro Tech. College	580	580			443	12.5
Williamsburg Tech. College	400	400			422	7.3
Beaufort Tech. College	420	630			276	7.7
Aiken Tech. College	525	735			671	17.9
Peer Group Distribution						
> 20% Above Average	A,B,1,2,L,3,4,5	A,B,L			A,B,1,2,L,3,5	A,B,1,2,L,5
10-20% Above Average		1				4
0-10% Above Average		5			4	3,M
0-10% Below Average					M	
10-20% Below Average		2,C,D,E,F,G,H,I,J,K,M,N,4,O			C,N	C
> 20% Below Average	C,D,E,F,G,H,I,J,K,M,N,O	3			D,E,F,G,H,I,J,K,O	D,E,F,G,H,I,J,K,N,O

Institutional Codes

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K = Roanoke-Chowan Technical Institute, NC
L = Paul D. Camp Community College, VA
M = Tri-County Community College, NC
N = Piedmont Technical College, NC
O = Stanly Technical College, NC
1 = Denmark Technical College, SC
2 = Chesterfield-Marlboro Technical College, SC
3 = Willamsburg Technical College, SC
4 = Beaufort Technical College, SC
5 = Aiken Technical College, SC

*Educational expenditures means total E&G less expenditures for research, public service, scholarships and fellowships, and mandatory transfers.

Table C-9, Part E

DISTRIBUTION OF STUDENTS FOR RURAL TECHNICAL COLLEGES PEER GROUP, FALL 1982

	Total FTE Enrollment	Lower Division	Upper Division	Graduate	Headcount Part-time	Headcount Full-time
Peer Group Average and Range						
Average	603	89.5%	Does not apply		46.8%	53.1%
Highest	823	100.0			66.5	89.4
Lowest	309	71.1			10.6	33.5
Values for South Carolina Institutions						
Denmark Tech. College	686	74.5			10.6	89.4
Chesterfield-Marlboro Tech. College	514	90.9			40.8	59.2
Williamsburg Tech. College	309	92.2			35.1	64.9
Beaufort Tech. College	719	84.0			55.4	44.6
Aiken Tech. College	748	93.7			46.3	53.7
Peer Group Distribution						
> 20% Above Average	A,E,J,5				A,D,L,O	A,E,G,J,L,4
10-20% Above Average	1,G,4	J,M			G,4	5,O
0-10% Above Average	B,C,L,N,O	2,C,D,G,H,I,K, 3,N,5			B,E,F,K,M	B
0-10% Below Average	H,M	A,B,E,F,4,O			I,J,5	C,N
10-20% Below Average	2	1			2,C,H	1,F,M
> 20% Below Average	D,F,I,K,3	L			1,3,N	2,D,H,I,K,3

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I = Montgomery Technical Institute, NC
J = Beaufort County Community College, NC
K = Roanoke-Chowan Technical Institute, NC
L = Paul D. Camp Community College, VA
M = Tri-County Community College, NC
N = Piedmont Technical College, NC
O = Stanly Technical College, NC
1 = Denmark Technical College, SC
2 = Chesterfield-Marlboro Technical College, SC
3 = Willamsburg Technical College, SC
4 = Beaufort Technical College, SC
5 = Aiken Technical College, SC

Table C-9, Part F

BLACK/WHITE ENROLLMENT FOR RURAL TECHNICAL COLLEGES PEER GROUP, FALL 1982

	Full-time		Part-Time		Undergraduate		Graduate	
	Black	White	Black	White	Black	White	Black	White
Peer Group Average and Range								
Average	37.7%	61.0%	24.2%	74.7%	34.7%	64.0%	Does not apply	
Highest	97.7	94.6	78.2	98.0	98.2	95.1		
Lowest	5.2	2.1	0.3	21.8	1.5	1.4		
Values for South Carolina Institutions								
Denmark Tech. College	97.7	2.1	78.2	21.8	98.2	1.4		
Chesterfield-Marlboro Tech. College	37.7	60.3	26.9	71.6	34.7	63.2		
Williamsburg Tech. College	77.6	22.4	43.7	56.3	73.7	26.0		
Beaufort Tech. College	54.0	44.5	36.0	61.9	51.2	47.0		
Aiken Tech. College	29.0	69.9	21.3	77.6	27.5	71.2		
Peer Group Distribution								
> 20% Above Average	1,F,K,L,3, H,4	A,B,G,H,M, O	1,C,E,K,L, 3,4	A,B,G,H,M,O	1,E,F,K,L, 3,N,4	A,B,G,H,M,O		
10-20% Above Average	D,E	J,5	2,F	J		J,5		
0-10% Above Average		C	N	D,I,5	2,D	I		
0-10% Below Average	2,I	2,E,I	D	2,F,K,L,N	C,I	2,C,D,N		
10-20% Below Average	C	D,F,N	5	C,4		E,F,L,N		
> 20% Below Average	A,B,G,H,J, M,5,O	1,K,L,3,4	A,B,G,H,I, J,M,O	1,E,3	A,B,G,H,J, M,5,O	1,K,3,4		

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5 = Aiken Technical College, SC

Table C-9, Part G

AVERAGE FACULTY SALARIES* BY RANK AND TOTAL FACULTY, FULL-TIME
9/10 AND 11/12 MONTH, FOR RURAL TECHNICAL
COLLEGES PEER GROUP, 1982-83

Peer Group Average and Range	Professor	Associate Professor	Assistant Professor	Instructor	Total Faculty
Average	Does not apply	$22,603	$19,614	$16,533	$16,210
Highest		23,030	20,064	17,346	21,228
Lowest		21,995	18,991	15,721	13,533
Values for South Carolina Institutions					
Denmark Tech. College			No information available		16,119
Chesterfield-Marlboro Tech. College					17,196
Williamsburg Tech. College					17,122
Beaufort Tech. College					16,294
Aiken Tech. College					17,835
Peer Group Distribution					
> 20% Above Average					B,L
10-20% Above Average					A,5
0-10% Above Average		A,B	A,B	L	2,G,3,4
0-10% Below Average		L	L	A	1,E,F,H,J,K,O
10-20% Below Average					C,D,I,M,N
> 20% Below Average					

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*Salaries combine those for 9/10 month employees with those of 11/12 month employees by adding the former to 82% of the latter.